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AUTHOR Ackler, Eugene J., Jr., Ed.; Booth, Glenna M., Ed.
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ABSTRACT

Ten papers focus on the College for Living Project at Metropolitan State College in Denver, Colorado, a multidisciplinary approach to education for adults with developmental disabilities. The document begins with a review of the project's formation, noting the cooperation of college faculty and administrators. Subsequent papers comment upon the program's instruction in "thriving skills," ideas found successful in fundraising, volunteer selection and training, curriculum development for adults with developmental disabilities, procedures for program evaluation, publicity, and the support of community groups and individuals. A final paper summarizes the program's accomplishments in the context of developments in human services for the handicapped. A list of other College for Living Projects as of October 1979 concludes the document. (CL)

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THE COLLEGE FOR LIVING

at Metropolitan State College, Denver, Colorado

- **Continuing Education for Developmentally Disabled Adults.**
- **Service Learning for Degree Students**
- **A College Response to Community Needs**

Edited by Eugene J. Ackler, Jr.
Glenna M. Booth
Illustrated by Martha Perske

The College for Living
Metropolitan State College
1006 11th Street—Box 92
Denver, Colorado 80204
Telephone: (303) 629-2917

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DR. MARY W. OCTIGAN

1923-1976

A Dedication

To Mary Octigan, a co-founder of the College for Living, September, 1974. Her enthusiasm, wisdom, warmth, and positive approach to life live on. She touched our lives and made a difference.

STAFF OF THE COLLEGE FOR LIVING AT METROPOLITAN STATE COLLEGE

Eugene J. Ackler, Jr. (Skip) ..... Project Director
Alice Roelofs Kreps ..... Coordinator of Curriculum and Training
Jan L. Black ..... Coordinator of Research and Recruitment
Rita H. Rees ..... Secretary and Office Manager
Glenna M. Booth ..... Special Consultant for Public Information

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Our special thanks to:

Over 50 agency personnel from the community who have assisted in registration, referral, advice and guidance.

All the other College for Living projects around the country who have joined us in our effort to provide quality, continuing education courses for disabled adults.

Over 500 degree students at Metropolitan State College who, over the past five years have made the College for Living project a success.

Faculty members and staff at Metropolitan State College who have continuously supported our efforts.

Mr. Melvin R. Ladson, Jr. - Coordinator - Regional Education Program, Washington, D. C. for supporting our project and helping us grow during the past three years.

Rita Rees for keeping our project organized and helping to type the manuscript.

Especially to all of the College for Living students for their zest for life and determination to learn.

Forward

Many years ago, I dreamed of a world where those of us considered handicapped would be allowed to speak for ourselves. A world where the disabled would not be dependent upon the providers of services - may they be professionals, volunteers or "do gooders" - but rather a world where the providers are dependent upon the recipients of services. Today, since the handicapped community has organized, this is beginning to become a reasonable fantasy. Yes, 40 years ago most people really believed that the majority of handicapped people were unable to determine their own destiny. Fortunately we are changing, and services to the handicapped have significantly improved since the emergence of the new civil rights movement for and by disabled people.

Yet, there is still one segment of the disabled community which is considered by most to be unable to speak for themselves; these are the persons who are developmentally disabled. Tragically, even many leaders of the handicapped action community believe in this legend or stereotype. This was amply demonstrated, at least in Colorado, by the regular White House Conference for the Handicapped elections in 1976. Only physically handicapped persons and spokesmen for mentally retarded individuals were elected as regular delegates. An assumption that the D.D. populations were unable to speak for themselves. RUBBISH!

Rubbish, and proven so by a group of young and dedicated professionals who share my dream of freedom of expression for all, regardless of their handicap. By accident, I walked into a special "Mini White House Conference" for mentally retarded persons at the Marriott Hotel. This was organized by these three young people who had just recently formed the College for Living. I saw 350 mentally retarded adults run their own White House Conference. They expressed themselves as vividly as any so-called "normal" person. They elected delegates and they developed a White House Conference platform at least equal in quality to the regular conference. In effect, my dream was fulfilled. It can happen, and it did. This was the day I was "hooked" on the College for Living. This is what the College for Living is all about. A belief proven by action that all human beings have an equal amount of emotional richness - some of us just express it differently.

The College for Living is an expression of faith in the innate competence of the developmentally disabled adult to fully participate, within their full range of ability, in

the struggle and enjoyment of life. The College for Living was an initial and is now a successful effort to teach, train and especially motivate adults to develop their skills so that they may live as independently as their total range of capacity will allow them. Most of these adults are now living in a non-institutional environment. They are now working and keeping jobs, are now for the first time in their lives real citizens of the world. And, most of the students came to the College for Living from a world, a lifetime of being brainwashed: "you are inferior, you are totally dependent." Baloney! We can thank organizations like the College for Living for now being able to say "Baloney!"

The College for Living is more. It is a place set in the midst of a regular college setting, where the future leaders of our nation and community can vividly see that developmentally disabled persons are not really different. It is a setting where regular students witness the metamorphosis of once institutionalized adults developing into "normal" individuals. It is living proof that labeling or stereotyping other or different human beings is not only a moral sin; it is in fact ridiculous.

I am blessed by my acquaintance and close communication with the students and faculty of the College for Living. I have been privileged to participate in their social life and I am especially gratified by always being allowed to be part of their Recognition Night, or graduation exercise. I have made friends with many of the students. And yes, some, like Don and Leroy, have been perpetual students for 2-3 years. I share with them their full feeling of being part of something; "being worthwhile."

Ludwig Rothbein
Member, U. S. President's
Committee on Mental Retardation

Introduction

No one can be perfectly free 'till all are free . . .
Herbert Spencer, 1820-1903

We hope that this manual will be helpful to you in beginning a College for Living project in your community. Because it is impossible for us to sit down with each of you, we have tried to write to you in a straightforward style, describing our exciting five years with the College for Living project at Metropolitan State College. We intend that this manual be an inspirational guide for you while developing an educational project both for adults who are developmentally disabled and for higher education degree students.

The College for Living project is a multi-disciplinary approach to education for adults labeled developmentally disabled. To a volunteer teacher it is an opportunity to tune up people skills under supervision, a chance to be creative and to develop professional skills. People who are disabled learn from those who are not and vice versa — an educational environment that we, as staff of the project, feel is essential for learning on everyone's part.

The term developmentally disabled means "a chronic mental or physical impairment, such as mental retardation, cerebral palsy, epilepsy, autism or learning disability which occurred before the age of twenty-two." This is a paraphrased federal definition, but we would like to add a couple more definitions as made up by our students and staff:

"Retardation happened during the informative years or at birth."

"Mental or physical disabilities occurring before age twenty-two. Society tends to react with pity, misunderstanding and over-protection, intensifying the situation. As a result the person who is disabled encounters ongoing roadblocks while pursuing a fulfilled life."

The definitions change but the point remains that people who are disabled, whether it be mental, physical or otherwise, want and need the opportunities to live as independently as possible with all the dignity and respect that non-disabled people want.

Alice, Jan, Skip

"On Saturday, July 31, I sat in front of my television set and watched 71 beautiful people compete in the grueling marathon race at the 1976 Montreal Olympics.

On Sunday, August 1, I went to the Marriott Hotel in Denver, where I met and talked with another 350 beautiful people. These people were not marathon runners. They were adults who are developmentally disabled.

The developmentally disabled adults whom I met and talked with at the Marriott reminded me of the marathon runners I had watched on TV the day before. I felt that they are just as beautiful– ***and for exactly*** *the same reasons–as those great athletes.*

You can't run twenty-six miles on natural talent. Just to ***finish*** *a race of that distance, you have to spend years in hard training, and you have to possess special motivation, special desire, special courage. That's why marathoners are beautiful in a way that many other athletes are not.*

The same is true of the adults whom I met at the Marriott Hotel. They want to make it in society on their own. And they know that "making it" will require of them not only years of hard training, but also a very special brand of motivation, desire, and courage. And so it seems to me that these so-called "handicapped" people are beautiful in a way that many so-called "normal" people are not."

Birth of a Unique Concept

Eugene J. "Skip" Ackler, Jr.

Throughout the United States thousands of individual programs struggle, usually on limited budgets, to serve the needs of adults who are developmentally disabled.

Our country also has thousands of higher education institutions, most of which have already-paid-for classroom space empty and available for use during certain hours. Then there is also a body of eager-to-serve degree students wishing to supplement their academic study with voluntary "on-the-line" experience in delivering services.

So why not put the two together? Why not create a program for developmentally disabled adults and then house that program on a campus where a variety of already existing facilities and resources can be used at little or no cost?

This simple, cost-effective concept was fully realized in September, 1974, when a group of concerned students and faculty members at Metropolitan State College in Denver conceived and initiated the College for Living (CFL).

Our project began with five Metropolitan State College (MSC) students voluntarily tutoring 16 developmentally disabled adults from the Colorado State Home and Training School. These 21 people met once a week in a classroom provided by the college. Initially, our hope was to make a wide range of social interaction possibilities in our community available to these developmentally disabled adults. The adults themselves helped us by identifying some of their more specific needs: the skills of independent living, assistance sources in the community, mobility in a large city like Denver, job training, and simply coping on a day-to-day basis with the demands of society outside an institution.

Commonly held myths seemed to be a possible stumbling block. However we were determined to disprove some of these "facts". We disputed these ideas: that students are not qualified nor responsible enough to be counted on; that faculty are too busy to become involved; that innovative programs need lots of money to begin; that it is not the intended goal of educational institutions to support community outreach programs even if they also provide laboratory experience for degree students.

Instead of going along with these myths, we responded with a program that broke most of the rules.

During our first session of College for Living we conducted a survey of 240 social service agencies in the Denver area to determine just how large the need for this program was. More than 2,000 individuals were documented as persons "falling through the cracks" of traditional programming and services. Calls poured in from 30 different

agencies wanting to refer clients to the project. We discovered both the need of individuals in the Denver area and the wholehearted support from experts in the field of developmental disabilities and higher education. Department chairpersons and faculty at Metropolitan State College granted college credit to us and offered consultation services. So student-created College for Living was in full swing on a first-year budget of only $600!

We did some other research and found that the American Psychological Association and the American Association of Mental Deficiency agreed that between three and five per cent of the nation's population is mentally deficient. The President's Committee on Mental Retardation published a report stating that nearly 85 per cent of people labeled mentally retarded fall only a little short of normalcy. The more we investigated, the more experts we discovered who have suggested "normalized" activities for people with developmental disabilities. It seemed we were on the right track.

We began spreading the word. Stories about the College for Living appeared in the Metropolitan State College newspaper, *The Auraria Transcript*, *The Denver Post*, *Rocky Mountain News*, and other local publications. Student/volunteers (volunteer teachers) in our project were interviewed on a number of radio shows. We made a formal presentation of our ideas and activities at two important conventions, the Colorado Council for Exceptional Children held in Colorado Springs, and the Association for Supervision and Curriculum Development held in Miami Beach, which was attended by 7,000 educators from across the country. Now we find ourselves challenged with a new role - technical advisors to other educational institutions wishing to begin similar projects.

Recipe For a College For Living

Ingredients

1. **No immediately available funds.**
2. **Neglected, troubled citizens in the area.**
3. **Creative students concerned about the quality of human life and wanting "on-the-line" experience.**
4. **Faculty members eager to get involved in immediate problems.**
5. **An institutional commitment to student education and betterment of the community.**

Directions

Simply take one part student creative energy, one part faculty interest, one part citizen need, and toss lightly in a context of concern for immediate human problems. The final product will continue to grow on its own.

Exactly how did we do it? The curriculum for College for Living was developed in a unique way during the first semester in 1974. Since we did not have specific knowledge in the area of developmental disability, we decided that the best source on what courses to offer was the developmentally disabled adults themselves. So, instead of developing a curriculum and hoping it would fill needs, we began first with the needs.

During the first session of the College for Living, we planned many events. During each event, we asked many questions of the adults regarding their life plans, desires, what they wanted to learn, and how they preferred to learn. In this way, curriculum was developed and continues to be improved in the program.

The first group of 16 developmentally disabled adults visited hospitals, police and fire stations to learn of local assistance sources. Getting to class each night was an education in itself since the students had to ride the bus system to get downtown. Part of each class period was always spent preparing students for upcoming events. MSC students in the Music Department raised enough money to send our first pilot class to the Denver Symphony. Here they saw Vincent Price performing some of Edgar Allen Poe's classics like "The Raven." None of the adults had ever been to a symphony before. We creatively managed to get Price to come out and meet with the class before the show to explain some of the history of Poe, and to assure people that scariness could be fun and entertaining. The evening was a resounding success! One student, John, became very scared during the show but decided to see it through. On the way home that evening John could not be quieted. All he could do was talk and laugh about what a wonderful time he had had. He wanted to

know if we could do it again next week. The next week was spent studying some of the instruments that were heard at the performance. It was a surprise to all of us when John, who was usually so quiet and shy, walked in with his harmonica and guitar, wishing to entertain the class. "I wish there could be a music class, because I'd like to learn to play better," John said at the end of the period.

From our meager beginning in 1974, the College for Living project has grown not only at Metropolitan State College in Denver, but also at 25 other locations in seven different states around the country.

Currently, 1,700 developmentally disabled adults participate in community living skills classes each semester at the various locations. Approximately 300 degree students teaching these classes receive positive experiences and learning to carry with them as they become the future leaders of their communities.

The results have given two groups of individuals tremendous benefits. Developmentally disabled people have received the training and experience needed to help them be more self-sufficient. Since the beginning of College for Living, over 100 adults have moved from the Colorado State Home and Training School to more independent dwellings in the community.

At the same time, volunteer teachers at Metropolitan State College have received valuable "hands-on" experience in the College for Living "laboratory school". They have been able to try their classroom theories, refine techniques and develop a repertoire of tested and proven skills. They have carried these with them after graduation into their professional careers as human service workers, educators, psychologists, physical recreation directors, sociologists, special education teachers and researchers.

The final class of our first session of College for Living was held at a fine downtown restaurant. Because of an article in the local newspaper about our pilot program, the owner had offered a banquet to program participants. Dr. James Palmer, then the president of Metropolitan State College, was the guest of honor. He presented certificates of recognition to this first group of adults in the College for Living. The president said that the adults reminded him of the scarecrow in the *Wizard of Oz*, who had been told by an old crow that if he had a brain he'd be as good a man as any. Ironically, the scarecrow was the person who became the problem solver for Dorothy, the Tin Man and the Cowardly Lion, all the way to Oz. The president told the 16 adults that indeed they did have brains and feelings like any other human being, but that maybe that fact had not been recognized until this awarding of certificates of achievement. The evening was filled with good feelings of accomplishment and happiness for both us and the students.

The words of Dr. Palmer became the inspiration and support for us to continue and develop the College for Living. John's words, the student, also helped to mold the thrust of the program. The following session included a specific class on music. More and more adults began to suggest classes. Today we still offer non-credit classes during the fall and spring semesters at Metropolitan State College: Keeping Healthy, Understanding Oneself and Getting Along With Others, Homemaking and Family Living, Money Management, Assertiveness Training, Leisure Time Activities, Human Sexuality, Creative Arts, Cooking, Earning a Living, Traveling, Typing, Physical Fitness, and Music Appreciation.

I hope you share our excitement about the College for Living concept which has proved to be *one* way of helping all students become "special" —in the proper sense—the sense that they can be seen as valued individuals with their own specialized educational needs and their own unique contributions to make.

We think that in a very real way the College for Living has implemented recommendations by experts in education. Neil Postman's "A Fable" described how the entire New York City public school enrollment, at junior and senior high levels, could be marshalled together to help solve the most urgent problems of the city - polluted rivers and air, strikes, crime, and inter-group hostility. In this fable, first published in *The New York Times Magazine* on June 14, 1970, the new curriculum for the public schools of New York City became known as Operation Survival.

Students cleaned up their neighborhoods, beautified parks by planting trees and shrubs, repaired public buildings, diverted traffic, delivered mail, ran child-care centers, and tutored elementary school students. They also published neighborhood newspapers. College students joined the process and provided a new type of personal transportation system. In the fable, students found that while they did not "receive" an education, they were able to create a very unique one for themselves and others.

In the following chapters you will hear from developmentally disabled adults, degree students, former students, faculty, staff, administrators, community leaders, parents, friends. We hope you will enjoy the written words but we also hope that you will be inspired to go beyond reading - to the *action stage* and begin your own College for Living project at your campus.

"I don't want to be supported by the government. As a trained handicapped person, I want to work! Nothing is impossible!"

Colleagues at the College

Glenna M. Booth

You're excited about starting a College for Living program on your campus. You have determined a client need for community living skills classes. You have an enthusiastic core of one or more people. But . . . you've never written a grant; you don't know much about developmental disabilities; you have only the vaguest idea of what to do with a budget or a program evaluation.

Don't give up! On any campus, large or small, you have resource people with skills in these and many other areas. Use them! Generally they are happy to share their expertise. Don't be bashful, the benefits work both ways.

You get expert assistance in your area of need; your College for Living program gets a new supportive friend. The faculty member or administrator benefits too. They have the satisfaction of lending a hand to a good, innovative program. Keep them involved with copies of your newsletter. Invite them to your recognition activities so they share in the most moving result of their efforts—the College for Living students' joy and pride in their certificates of achievement for completing a semester's classes.

Here is a sampling of the faculty and administrators at Metropolitan State College who helped get Metro College for Living off the ground. Many of these people still share in its activities and lend a hand when called upon.

Right Time, Right Place

Lynn Murphy, Assistant to the Dean, Center for Community Services

Lynn Murphy, who has been involved with College for Living since its initial conception and fundraising efforts, can tell of the first year with the sweet memories which come of success. Her explanation of this success is that "once it all fell together, it all fell in right. We had the ability of staff, a sound idea that was unique. We achieved student, faculty and administrative support within the college. Then there was the element of luck—the right time, right place, right people. You can't take away any of those ingredients and still have it happen the way it did."

And how did it happen? Thinking to offer some college service to the Colorado State Home and Training School at Wheat Ridge (Ridge Home), Lynn Murphy, Alan Dahms, an administrator, and Skip Ackler, a work-study student, contacted the director of Ridge Home and asked what he felt they needed or wanted that a college could help with. The result? A nine page, single-spaced typed "wish list."

So the MSC people started small. They sent some music and art students to Ridge Home to demonstrate and perform; put together a slide show; set up a small educational program at one of the community residential facilities. Lynn

Murphy made available some money for supplies and brochures from the Title I grant for community projects which she was administering.

Lynn Murphy recalls that it was still only this small project when they ran into an MSC professor on the street one day and told her of an idea to have student volunteers teach community living skills to developmentally disabled adults. She had hardly returned to her office when four students, led by Alice Kreps, marched in, ready and willing to teach these classes! Sixteen clients were found and College for Living was off and running! The core group expanded with another work-study student, Jan Black, and Alice Kreps took charge of the curriculum.

Lynn Murphy helped seek out and write grant proposals to get CFL on the successful base it enjoys today. She attributes their funding success to the same factors that caused such program success. "There were certain things that jelled and something was born, with a little luck, they were at the same time and place. Ours was the only grant proposal that didn't have disabled students actually getting a degree." The $80,000 grant from HEW verified her conclusion.

An advisor is the role Lynn Murphy has defined for herself with College for Living. She helped Skip learn his way around the college; gave specific suggestions on proposal writing; offered general management, administrative and technical assistance; contributed to the "brainstorming sessions." She still supports College for Living in all these ways.

An "Exceptional" Program

Dr. Alan Dahms, Dean of the Center for Community Services

Dr. Alan Dahms regards his job of administering the College for Living as "a highly sophisticated balance to cast the effort as academic to the faculty and, at the same time, as an important educational social service to the community." He finds constant intellectual challenge in maintaining this balance. His basic approach is to present the College for Living as a very practical, no-nonsense opportunity that provides a low cost service to developmentally disabled people, direct in-service training to college students, academic integrity for faculty, and benefits to the whole state of Colorado because of its cost-effectiveness.

Alan Dahms' ability to formulate such a concise, clear-cut presentation of the College for Living's most obvious benefits stems from his long-term involvement with the program. For he was the administrator who most contributed to making it happen, even though he downplays that role in his administrative philosophy. "I think that the most creative ideas for a college come from students. I see my job as identifying those creative ideas, working with students to remove administrative barriers, then getting out of the way."

In 1974, Alan Dahms was a psychology professor working full-time in the Administration and Development area of MSC, overseeing the community services area with a staff of two: Lynn Murphy, a half-time administrative assistant and Skip Ackler, a work-study student. He brainstormed with them on the exciting possibilities for the College for Living, assisted in conceptualization and fundraising, and served as liason with his "higher-ups." His plans to return to full-time teaching were thwarted when MSC decided to really get behind the concept of "community services" and formed a department of the college known as the Center for Community Services (CCS) in 1975-76. Alan Dahms became its dean and College for Living its core. Other outreach programs were added to give CCS its miracle transformation from the tiny staff to its present state of 16 full-time professional administrators, 100 part-time faculty per semester, over 10,000 students each year from the four-county area.

Was this outcome of the College for Living program an unforeseen accident? Not really, although it is exceeding earlier expectations by a long shot.

Besides the "right time, right place" reasons, Alan Dahms attributes College for Living's growth to loyal support from within MSC. "There were so many people who didn't hesitate to help out." This leads him to describe CFL as "an 'exceptional program'. In its history it has gotten an exception to every rule and policy I can think of."

People in Admissions and Records bent the

rules so CFL students could have regular college i.d.s. The college offered classrooms, audio visual equipment, vans. Dahms noted that "No one pressed the negative issues of 'what would happen if . . . ?' The College for Living staff had no guarantees that what they were doing would not result in damage to the image of the college. The administration took a larger view of what a college is and went with it."

But just *how* do you move mountains and build up an untried program like College for Living? Alan Dahms' philosophy is based on his "deep belief that if you want to start something new, start it as best you can. Then turn to others and tell them what more you could do with more resources. You don't need to get approval from everyone for everything."

His advice for those starting a new program: "do what you can and keep it in a *positive* mode. If you come up against a wall, turn in another direction. Always keep it positive and watch your timing. Be exhilarated by what you can do rather than complain about the limitations that restrict you."

"Fertile Ground"

Dr. Richard (Dick) Netzel, Vice President of Academic Affairs, MSC

Dr. Richard Netzel was the vice president for Academic Affairs when the College for Living core approached him and the president of MSC, then Dr. James Palmer, for support. His first reaction was to be a bit skeptical, but he thought it was a nice project and that they should try it.

He says now, "I think the benefits were not at all obvious. It looked like a purely service project. It was not until it was established and grown that we could really see the benefits to the college and students."

Dick Netzel, now one of College for Living's most loyal spokesmen, is impressed with the contribution such a program can make to both the college and community. But he regards certain conditions as necessary for it to flourish.

The first of these conditions is "fertile ground," a milieu in which innovations are welcomed. One needs a school that has an orientation toward community service. MSC began as a liberal arts college, its "urban mission" not well defined, with a few traditional career programs such as engineering, business. But as the "urban orientation" developed, so did an innovative approach to what was appropriate for a college to be engaged in.

Also part of this "fertile ground" is what Dick Netzel terms a "comprehensive willingness on the part of the academic people to share in the development of ideas that are academically sound as well as a commitment to community service."

At MSC, the education, psychology and human services departments recognized that College for Living would be a learning experience for their students while it was a service to the community.

Dick Netzel feels that administrative support at the top is a second key condition to the success of a unique program like CFL. Both administration and faculty have to be willing to allocate resources (faculty, staff positions, office space, graphic services, equipment, etc.) to the program. Such willingness is not automatic, it has to be worked for. At MSC, both President Palmer and Vice President Netzel held strong belief that College for Living fit into the role and mission of the college. They paved the way for its acceptance.

The third condition for a new College for Living rests with good "grass roots people" willing to work hard in many areas to make it succeed. An institution can further aid the program by providing it with an administrative vehicle that allows it to happen, like the Center for Community Services. Such a program can greatly benefit from having its own administrative unit, rather than just being part of a department.

As the vice president of Academic Affairs, Dick Netzel was part of all the early CFL discussions and worked with the core group on achieving the priorities of the MSC president. His job was to see that resources were available, to encourage departments to give academic credit to CFL volunteer teachers, to oversee management details and to generate support from the public relations and business offices.

Dick Netzel feels that College for Living has demonstrated well the benefits to an institution such as MSC. He is now assisting CFL in obtaining state funding from the Higher Education budget.

He says, "It is difficult to convince legislators of the great potential educational institutions have for community service. The traditional universities can do research, but there is a reluctance to establish colleges as social service organizations. We fight an 'anti-welfare mentality' or a fear that it is 'socialistic.' But if it is limited to education-related social services, the payoff is well worth the investment. You combine students and clients, academic credit and volunteer service and you get benefits to the academic institution and the clients at a low cost to both."

For Dick Netzel, one of the "fringe benefits" of his involvement with College for Living is giving out the certificates on Recognition Night. His initial qualms about an event with developmentally disabled people, a group he was not usually in direct contact with, quickly turned to praise for "a warm, satisfying experience more people should have."

Front Line Service Learning

Dr. Dolores (Dee) Hickey, Associate Professor of Human Services

Dr. Dee Hickey has also been a part of College for Living since the beginning. She served an important role as the "resident consultant and advisor" to the early core group, since they had little experience in her special field of expertise—mental retardation.

As College for Living classes began, she helped recruit volunteer teachers from her academic classes. It was Dee Hickey who developed the class which enabled these volunteer teachers to obtain academic credit for their work, HSW 311—Human Services for Handicapped Persons. The task of creating a new class involved developing a syllabus, taking it up through the department, the school and the college—lots of persuasion and paperwork! Once the class was approved, her role shifted to supervising and meeting with the volunteer teachers working for academic credit and lecturing at the Teacher Training Workshops for new volunteer teachers each semester.

Dee Hickey offers some valuable advice in one delicate area she is quite familiar with—recruiting volunteer teachers from the classroom. She finds her students "usually go in reluctantly and come out feeling very rewarded. Many students repeat, even though they can't earn any more credit, because they feel they are doing a service." She stresses that the personal benefits for volunteer teachers go beyond credit and feeling good. This type of "front line service learning" and the proven acceptance of responsibility has a definite value in the job market.

"The best way to recruit in classes," explained Dee Hickey, "is to arrange for the students to have direct contact with their peers who are teaching in CFL or have taught before. They are more willing to ask questions and to identify with peers."

In Dee Hickey's mind, one key to the success of a College for Living program is "to spend a lot of time explaining the concept to everyone, that is very important. I find that once someone understands the program they accept it, but it may need a lot of explanation. I never met anyone who didn't think it was a good idea once they understood it."

Funding Appeal

Mr. Dave McDermott, Comptroller of Contracts and Grants

Dave McDermott is College for Living's guide through the labyrinth of funds, grants and budgets. He is the person at MSC who handles the funding from outside sources, mostly federal grants. He is also a key in the chain of command for approval of proposals about to be submitted to a funding source. He reviews all proposals and administers the funds.

Dave McDermott recalls his first impression of the HEW grant proposal for College for Living written by student Skip Ackler. It was one of the few proposals he thought would get funded first time around. "The content of what they were trying to do was humanistic and it had funding appeal."

Dave McDermott feels his role is more that of service than just review and approval. He was involved in CFL's quest for funds early on, as he is with all proposals. He worked with Skip Ackler in doing the rough budget and again once the budget

was finalized. When he reviews a proposal for approval there are several areas he checks out. Is it a sound budget? Does it cover everything? Do the statements in the body match the requests in the budget? Does the budget make sense in terms of the plans of the proposed project?

After a program like College for Living receives funds from its well-planned proposals, Dave McDermott's involvement continues. He is the only one administratively involved with the program except its dean. He deals with fiscal arrangements, line items in the budget, legal issues and pays the bills. At MSC each program director receives a monthly computer printout of the account. Dave McDermott keeps a watchful eye open for potential problems.

Having had a lot of funding proposals cross his desk, Dave McDermott has some advice for fledgling programs. He says to "look at the buyer/seller role for grant applications. The federal government has needs to be fulfilled; Congress appropriates money to meet those needs. As the seller, you need to tailor a proposal to meet those needs. You must try not to think in terms of 'what the money will do for me,' but how it will meet their (the fundor's) needs."

Other key points to a good proposal are that it needs to be well thought out and *not* put together at the last minute. "Be very businesslike and straightforward. Have a definitive plan of action. Know what you are doing and how you will do it. You need to convey that you know exactly what will happen the day the proposal is funded."

Mr. McDermott cautions applicants that most proposals are not funded the first time they apply. You will get reviewers comments back after each rejection. You can then incorporate their comments into your next proposal. If you keep trying, chances are you will get funding on your second or third submission.

How does someone involved with the "facts and figures" side feel about College for Living? He concurs with the sentiments expressed by others in the MSC administration. "I think it is a very worthwhile program for the college to be into. It fills an educational role not being met by any college in the Denver metro area. It gives a sense of self-esteem to the developmentally disabled students. Getting the students to the campus adds to their learning experience because they are put into a learning framework." He adds, "An additional benefit is the good national exposure it has given the college, since CFL has been a model for so many other places."

For those contemplating federal funding for a College for Living program, Mr. McDermott is encouraging. He thinks there is still plenty of money available, but "you have to gamble your time against the possibilities for funding." Just remember, write your proposal in plenty of time! Then you can foresee and fix any problems that might arise.

Single Most Rewarding Experience

Mr. Vance Aandahl, Assistant Professor of English

What is a creative writing professor and well-known author doing in a College for Living program? Writing, of course. Vance Aandahl has served College for Living as a technical advisor in the area of writing for quite a while.

Several years ago he took a quarter-time faculty release to work with the Center for Community Services. He edited written materials for all the CCS programs, including College for Living's grant proposals, brochures, newsletters and flyers —improving the English and grammar. He also attended the local White House Conference on the Handicapped sponsored by College for Living for developmentally disabled people. He transformed these proceedings into a moving document, "We Can make It On Our Own."

Vance Aandahl is no longer involved with the program as he once was, but he still carries good feelings for it. "I found College for Living totally different from what I am usually involved in, but probably my single most rewarding experience in ten years at MSC has been seeing that program grow. I feel really good and warm about the whole thing."

Stats and Facts

Dr. Edward (Ed) Karnes, Associate Professor of Psychology

Dr. Ed Karnes was another professor approached to lend his skills to College for Living. One of his students, Jan Black, was working with the program. When CFL got its freshly printed brochure back from the Chevron Oil Company (who do-

nated layout and printing), Jan bent his ear for an hour or so and "converted" him.

Since then his quantitative research and evaluation expertise has been invaluable in developing very professional measuring tools for the program. He has advised on appropriate statistical analyses, reviewed the program evaluations and helped in the preparation of final reports.

When classroom space was tight, he arranged for CFL to use available space in the psychology department. However, Ed Karnes has given more to the program than just expertise. His wife, Sharon, taught a typing class for College for Living. And what did they type on? Typewriters which Ed Karnes got the Martin Marietta Company to donate!

Like other faculty members on the MSC campus, Ed Karnes finds the exposure to developmentally disabled people which College for Living has offered him to be "enlightening for someone not directly involved in teaching the handicapped. A stimulating experience!"

A Good Mix

Dr. Robert (Bob) Clifton, Director of University Year for ACTION

Dr. Bob Clifton directs a program at MSC as unique in concept as the College for Living. University Year for ACTION (UYA), originally funded by the VISTA agency, ACTION, is another example of experiential learning in academia. It combines formal classroom learning with work experiences (paid or volunteer) in a community service agency.

The result is community service agency administrators who have on-the-job experience to back up their coursework in such subjects as Grant and Proposal Writing, Use of Inexpensive Media, or Conflict Resolution and Decision Making: the perfect academic mix for the director of a newly conceived program without any money such as College for Living.

So Skip Ackler, a new director, took advantage of the good situation offered by UYA and enrolled himself to gain the skills needed to further promote the College for Living. Today, Bob Clifton's support for CFL continues, because UYA is a sister program in the Center for Community Services.

Bob Clifton expresses his feeling that "UYA and College for Living have been a good mix. Both help make our academic community indeed a community, not just a homogenous grouping."

He is happy that UYA was able to help College for Living. He explains, "You have a new idea, without a track record, and it's hard to fund. You have a group of people with good ideas, but no money to pay staff, especially the director. In UYA, people who want to be directors have the opportunity to do it and receive academic credit. Skip Ackler worked on a small ACTION stipend, but even without it he would have gotten academic credit while implementing his idea. With UYA you are able to have productivity in more than one direction at the same time."

Someone with as much community involvement as Bob Clifton finds a special place for College for Living on campus. He focuses MSC's belief in the project. "College for Living ought to be here to maximize college resources. It blends the needs of the educational community with those of a special clientele. It uses space, vacant rooms, while providing potential opportunity for people in a professional sense to gain first-hand experience with developmentally disabled people. To me it is an exciting concept to see these people, who have been continuously cast aside and shunted out of sight and mind, almost 'mainstreamed' into the college community in a nice balance. The college experience needs more of these opportunities built into the system."

"I want a job so that I can be independent and change my lifestyle as I choose."

Everyone Wins: The Thrivers

Alan M. Dahms

"We had the best of educations - in fact we went to school every day . . ."
*"**I've** been to a day-school, too," said Alice. "You needn't be so proud as all that."*
"With extras!" asked the Mock Turtle a little anxiously.
"Yes," said Alice, "we learned French and music."
"And washing?" said the Mock Turtle.
"Certainly not!" said Alice, indignantly.
*"Ah! Then yours wasn't a really good school," said the Mock Turtle in a tone of great relief. "Now at **ours** they had at the end of the bill, 'French, music, **and washing**–extra.'"*

ALICE'S ADVENTURES IN WONDERLAND by Lewis Carroll

The College for Living is a night-school with "extras", including a "visible" curriculum for developmentally disabled adults and an "invisible" curriculum that provides growth opportunities for volunteer student teachers. The visible curriculum "extras" are valuable skills for each of us: money management, independent transportation, cooking skills. The invisible curriculum is a climate of human interaction that provides growth invitations for all participants.

I know you are suspicious of the concept that "everyone wins" in a College for Living. "Everyone wins" reminds us of the carnival sideshow huckster's cry of promises not kept. During this time of taxpayer concern about high-cost social service and educational programs (California's Proposition 13 fever), low-cost College for Living programs provide important learning opportunities to developmentally disabled adults. Colleges and universities benefit through enriched curricula and excited students. Volunteer teachers from all walks of life explore themselves as they meet new challenges. Society benefits by having a cost-effective vehicle to meet previously unmet needs.

I have spent the last several years pursuing the question: "What action skills do we use to deal with change, to transcend crisis periods in our lives, to thrive on our own terms rather than to adjust to someone else's requirements?" I have asked hundreds of people, "What did you do as you dealt with leaving home, your recent divorce, your recent marriage, the loss of a loved one, beginning college?"

I was delighted to discover that skills used by these many people seemed to fall into four areas, actions that I term "thriving skills". They include activities relating to choosing, becoming aware of personal cost benefits, testing alleged limitations, and designing life style recipes. Thrivers use these skills. The College for Living provides opportunities for all participants, teachers and learners alike, to develop thriving skills.

Choosing Skills

Thrivers know that choosing from among available alternatives is an important skill. And the

more available options we perceive; the better off we are. We are choosing occupations. In the last third of this century each of us will be involved in five to seven different occupations in a working career. Futurists predict that by the year 2000 more people will be employed in "helping" occupations than in any other pursuit.

We choose our relationships by behaviors that connect us with others or that create distance. Although we know that isolation can be lethal, we sometimes find it hard to relate to others in satisfying ways. We may find it easiest to relate on a verbal level, harder to relate on a physical level, and find it most difficult to relate on an emotional level. In my first book, *Emotional Intimacy*, I defined verbal intimacy as intellectual; touching intimacy as physical; and the intimacy of true person-to-person, innermost sharing as emotional. I sometimes suspect that while some students in the College for Living may be intellectually retarded, they show superior skills in physical and emotional intimacy. We volunteers, on the other hand, may sometimes demonstrate superior intellectual skills, combined with a sort of physical and emotional "retardation." We can all learn better ways—together.

Choosing is difficult. Selecting one alternative means we reject others. Choosing one path eliminates others. The three specific choosing skills include: knowing what we want, asking for it, and, saying *"No!"* Knowing what we want at first seems easy. We may be tempted to say, "Of course, I know what I want; I'm an adult." Yet it seems to me we sometimes *don't* know what we want. We change mates, jobs, locations. We change careers. We explore new ways of relating. Perhaps children and older persons find it easiest to know what they want; they don't "play games."

Even if we do know what we want, we may hesitate to ask for it. So we drift instead of risking. We drift into occupations, into relationships, sometimes in unfulfilling ways.

The third choosing skill, saying "No!" requires practice too. We experience poor service in a restaurant, but say nothing at the time. Then we "mutter our way home" saying, "I should have spoken up!" We take assertiveness training classes *but*, if we decide to be nice and pay the price, we experience the common cold of emotional pain—depression.

The College for Living invites developmentally disabled adults and other participants to make choices. We can learn new ways of relating that combine intellectual, physical, and emotional intimacy in a balance. Whether we are a disabled adult isolated in an inner city apartment or a displaced homemaker exploring an out-of-home career, we can experiment by "prowling" for new ways.

College for Living also invites us all to make choices, to explore what we want, to ask for it, and to say "No!" In an accepting, warm, challenging atmosphere we can "try our wings" and transcend our imaginary limitations.

Becoming Aware of Personal Costs and Benefits

Thrivers do not choose to lead lives of adjustment that exact exhorbitant personal costs. As we thrive, we learn to recognize signs that our needs are not being met, that we can use less personally expensive behaviors, that we can be happier than we are now.

All of us, disabled adults and volunteers too, have at least three general needs. We need to feel good about ourselves, to feel connected with others, and to feel prized for our uniqueness. Disabled adults may have been persuaded that they are unattractive (trapped in an unattractive body) and are more aware of their limitations than of their strengths. They need to learn to feel better about themselves. They may have learned to adjust to isolation and pay the cost of depression in their aloneness. And they may not appreciate their uniqueness, that they, as we, are a "one time event" in this universe—a never-to-be duplicated event.

Volunteer teachers too may find that the College for Living experience helps them to feel better about themselves. They may discover effective ways of connecting with new friends, comrades in the project.

Together we may develop an awareness of our own state of internal affairs. We may learn to recognize symptoms of exhaustion, stress and depression. In a sense we can develop our own

"Certified Personal Accountant" (CPA) system that alerts us to signs of high cost/lost benefits situations. We can learn to reduce costs and increase benefits through risk-taking as we participate in the College for Living.

Testing Alleged Limits

We all have limits. None of us can run 60 miles-per-hour, function without adequate food or rest, lift four tons of weight. College for Living students may be even more limited than we through physical disability. Yet each of us is far less limited than we have been led to believe.

I think that each of us has been persuaded that we are limited in ways that simply aren't true. Just as the popular characters in L. Frank Baum's classic, *The Wizard of Oz*, written in 1900, we have been taught imaginary limitations. Dorothy and her dog Toto want to return to Kansas; the Scarecrow wants a brain; the Tin Woodman wants a heart; the Cowardly Lion wants courage.

The Scarecrow learned he had no brain. An "old crow" said to him, "If you only had brains in your head you would be as good a man as any of them. Brains are the only things worth having in this world, no matter whether one is a crow or a man."

The Tin Woodman loved a Munchkin girl and was prevented from marrying her by the Wicked Witch of the East. The Witch caused a series of accidents followed by a succession of replacement operations by a tinsmith until the Woodman was *all* tin. He was convinced that without a "heart" he couldn't care for anyone.

The Cowardly Lion was convinced he lacked the courage shown by other lions. He was constantly afraid of everything.

When the story is examined, it is clear that each character discovered something of himself. During their trip to the Emerald City, the Scarecrow was the problem-solver. The Tin Woodman was continuously weeping over the plight of a crushed beetle and other misfortunes and was beginning to rust. The Cowardly Lion was consistently courageous. In short, each possessed those capacities he had been taught, either by others or by experience, that he lacked.

My guess is that some College for Living students believe they lack brains. Others may have been persuaded they have no hearts and can't develop caring relationships, or that they lack courage. These adults may discover that it takes courage to participate in the College for Living. They may also feel better about themselves as they demonstrate caring hearts and active brains.

My other guess is that there are some Scarecrows, Tin Woodmen, and Cowardly Lions to be found among us volunteers. It takes courage to be a volunteer teacher for example. We discover that our hearts are alive and well; our brains do function after all.

By challenging our alleged limitations through action, everyone wins. Together we pursue service-learning at its finest. Through serving others we ourselves learn.

Designing Life Style Recipes

It's time we lay a myth to rest: the idea that there is one perfect lifestyle for each of us and that success in life rests upon identifying it and adopting it. I believe that if the truth were known, if we were really honest with each other, that we would admit that the little girl or little boy within each of us enjoys "coming out to play."

I believe each of us is constantly changing, casting off familiar ways and trying to find better ones. Homemakers re-enter the employment market. Mid-career executives drop out of high pressure roles in favor of lower-paying but more personally rewarding careers. We strive to find our own way and the search never stops. We "bristle" when society's persuaders try to confine us to high cost/low benefit life styles. We won't put up with "confinement" and the action-oriented College for Living provides us a role in its unfolding human drama wherein we may explore new ways.

Students in College for Living are invited to try on new life styles. We extend growth invitations that convey very important messages. "Who says you can't ride the bus system?" "Who says you can't enjoy dating?" "Who says you can't develop an exciting hobby?" "Who says you can't succeed in gainful employment?"

Our experiences together in the College for

Living may help us discover that we are all a lot less limited and a lot more free than we've dared to believe. We learn to "prowl" in exploring ourselves instead of adjusting to old familiar ways. We choose to be "prowlers" rather than "perfects." We learn to respect differences among us —even to cherish those differences.

The College for Living confers benefits on us all. We are all thrivers and apply thriving skills in our own daily lives. Yet, the special setting of the College for Living encourages us to sharpen our thriving skills: choosing from available alternatives; developing an awareness of personal costs and benefits in various situations; testing the reality of alleged limitations, and designing our own unique life style.

I can't easily identify a setting better than the College for Living for sharpening our own thriving skills. At the same time, developmentally disabled adults learn specific concepts and survival tactics. College students and other volunteers engage in service-learning. Colleges, universities, and other agencies deliver needed services at low cost. Society, through such programs, addresses unmet needs.

Yes, everyone wins. Just as the Mock Turtle's school, the College for Living has "extras."

Based on A. Dahms, **Thriving: Beyond Adjustment,** Brooks/Cole Publishing Company, Monterey, California, January, 1980 (In Press).

Suggested further readings

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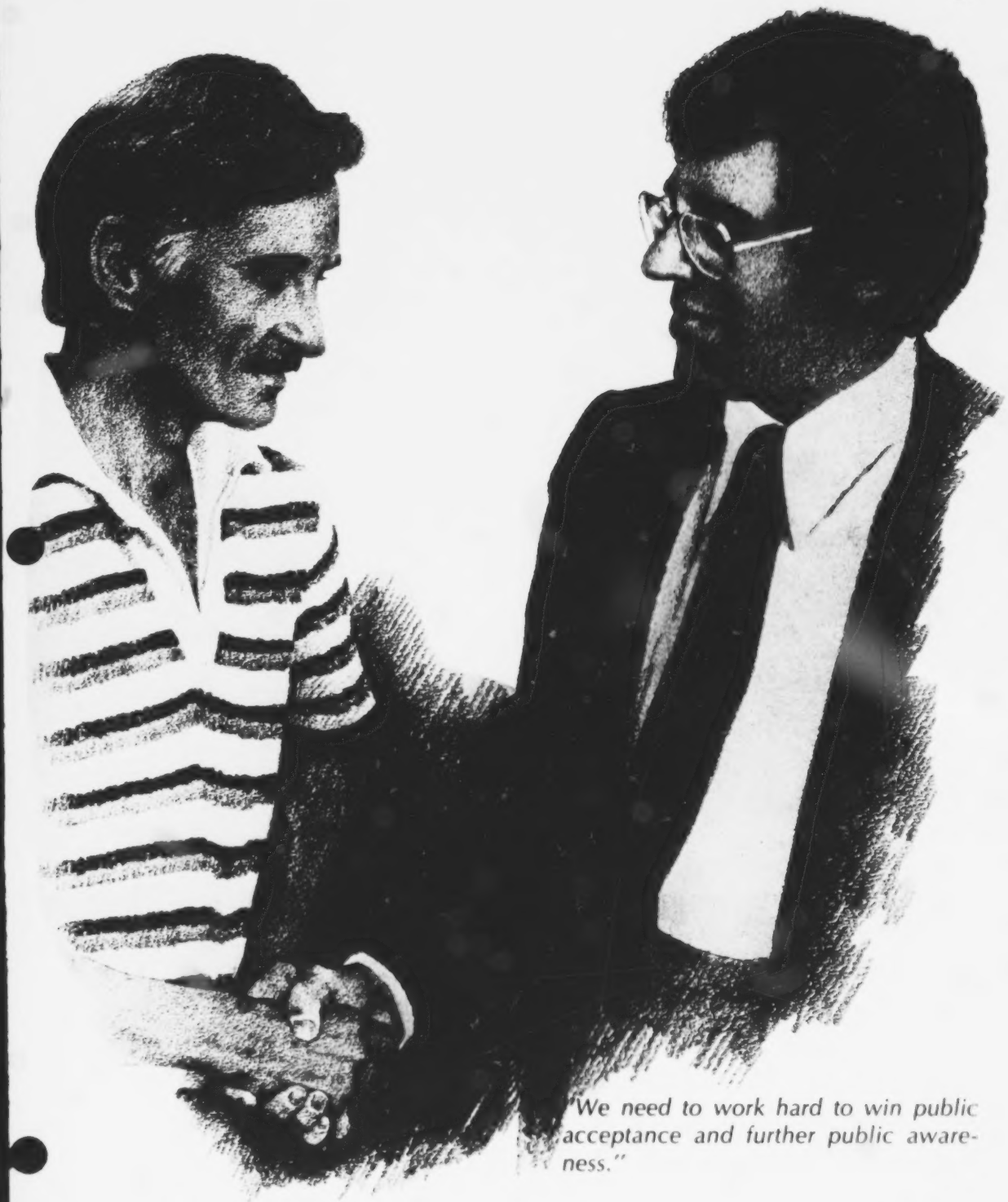


"We need to work hard to win public acceptance and further public awareness."

Funding: A People Process

Eugene J. "Skip" Ackler, Jr.

Most people working in human services and education would probably put funding near the top of a list entitled: "Major Issues Of My Organization." Certainly the College for Living project at Metropolitan State College is no exception. For the five years that I have been involved with the project, I've always been working on funding. Where to get it? How to get it? When? Can we get it? Did we get it? . . . Yes, Whew! Then the process begins all over again.

Our project has been very successful at fundraising, no question about it! We've written five major grant proposals in the past four years, all of which have been funded for a total of nearly $400,000. Your first reaction is probably, "Well, you probably have expert fund raisers on your staff." No, we do not! Certainly we have drawn on the expertise of professionals at our college and from our community. I don't believe that any one person had all the answers, but together we have developed a winning combination: "A People Process."

There is truly nothing magical or mystical that I have to speak of in this chapter. A People Process is demanding work. I've also found it to be exciting and rewarding. There are many books, magazines and resource people that you can turn to for help in becoming a successful fund raiser. Therefore, I will not dwell on the technical aspects of funding. Instead I want to discuss a very special phenomenon: a large diverse group of people coming together to work for a common project with essentially no funding—a project that all of these individuals believe in and support. I have found that the worst frustration about getting a project going and raising funds for it is allowing myself to get bogged down in technicalities such as forms, red tape, waiting, wondering, hoping! At those times, I have reached for the other people involved in the project to re-establish my reason for putting up with the tough stuff. It seems to work.

This process requires you to get excited and for you to infect others with your excitement. Trust that they will be as committed as you are and do an excellent job. Our experience since the beginning of the College for Living shows that there is reason to trust such a person-to-person operation, especially at a college or university which has a large group of people as resources.

Specifically, we have seen seven recurring ideas emerge, essential to our success.

Get as many diverse groups of people involved as you can.

Our program began essentially without funds. We started with five volunteer teachers. With all the talk of energy shortages, there is still *one* natural resource in abundance. That is—people, with all their commitment, energy and talent. That's the

"funding" we originally drew on. I recall the excitement, enthusiasm, pressure, and a relief of a "$100,000 funding proposal" in those first weeks of our pilot project in 1974. As we achieved success in our first class we passed on the word to anyone who would listen. The resources began to flow. There were offers to volunteer time in the project from people in the community and students at the college; offers of more classrooms. We got guidance from faculty members. Media professionals offered their services to tell others of our project's activities. With no budget *per se*, our project was not only in operation, but was well publicized by the media and supported by many professionals. We had a service-learning project that was a very significant educational experience for us. It was also a project that taught developmentally disabled adults the necessary skills that they need to be able to live independently in the community. Faculty members welcomed the chance to become involved in a community outreach project which would supplement their regular teaching experiences. The college, in general, felt this project was a good example of its role and mission to the community. The community was involved via referral, advisory functions, and other volunteer actions.

Get something started so you can talk of activities, not just ideas.

By the second semester I was approached by a faculty member at the college who suggested that we pursue funding from the Governor's Council on Developmental Disabilities. As a member of the council, he told us of the "ropes", helped us with forms and supported our request for funding (May 1975). He was impressed because we were already providing a service that was one of the council's goals. However, our persistence was tested since we were not funded on the first try. The council's format for proposals changed and we had to rewrite. Even on the second request (June 1975) for $40,000, we received only $1,500 to tide us over for the summer. It wasn't until the following March, 1976, that we finally received a grant for $20,000 to continue operations and expand services at the College for Living. At that point we all collapsed with relief and the entire college puffed up with pride. This was the first time funding from the Developmental Disabilities Council had been granted to Metropolitan State College.

Write everything down from the start.

Since we had kept track of all our activities from the beginning of the College of Living project, the technical writing of the proposals was not too difficult. We merely grabbed from the files, cut and pasted, and filled in the gaps. We also developed new materials during the writing of the first proposal. So we wrote an additional grant proposal to the Federal Office of Education in January, 1976. This grant proposal was approved in October, 1976.

Write a proposal in a non-jargon, concise style.

Both proposals were written in everyday language, a fact that I believe attributed to readability which affected the final outcome.

Appendix your proposals with letters of support from consumers and voters.

All our grants have had many letters of support from consumers, professionals at the college and in the community, all contributing factors to "turning the heads" of grant reviewers.

Grants are awarded by people to people.

After having written and sent these proposals, there was a short pause in our actions. We wondered if that was all there was to it. Do we just wait for a "yes" or "no"? No! Then began the "courtship". With the council it was face-to-face: a presentation, a conversation in the hall with a couple of members, a couple of weeks later a progress meeting, more questions and answers, clarification, a few well-timed phone calls from supporters. There were a lot of content questions being asked. However, it seems that there was a process going on at the same time. There were unasked questions like "Who are these people running this program? Are they qualified, capable? If we fund them, can we be assured they'll do well with *our investment?*"

With the Office of Education this was done on the telephone, but the process seemed to be

similar. And why not? If someone asked you to invest thousands of dollars, wouldn't you want to know it would be managed well? It seems to us that people fund people, once they have decided that you have a good idea.

During all of these negotiations, the project was still in operation - volunteer teachers teaching, faculty members advising, staff of the college supporting, administrators paving the roads ahead, community professionals referring. Developmentally disabled adults continued to come to the campus, striving, in their classes, to learn and achieve. All of these people were the inspiration, the driving force behind us as we negotiated for the funding.

Being in the right place, at the right time, with the right people never hurts.

Because of all the individuals with the technical expertise, contributing to our pursuits, and because of the commitment on the part of volunteer teachers - we succeeded. Because of all of these people, we were ready when the opportunity came. We did not have more than a one month's prior knowledge of the two requests for proposals. We were in the right place at the right time. We also had the support and expertise of many people who made it possible to meet the deadlines.

Does this appear to be a chapter on funding? I hope not in the traditional sense. I know that there are expert fund raisers all around you, wherever you are. More importantly, there are many students, faculty, administrators, community professionals and developmentally disabled adults who would probably like to develop a service-learning project like the College for Living, based on A People Process.

Why not ask them? Have a cup of coffee with them; find out what they would like to do. If they're interested, get them excited and invite them to join the team! Start small. There is no need to ask for a $50,000 planning grant during the first week. Get something started first! Use the "funding" that's available: empty classrooms; developmentally disabled adults desire to learn and achieve; degree students' need for hands-on experience; faculty expertise; community needs, *your persistence* and *imagination*. Develop A People Process of funding for your College for Living project and get it off the ground!

"Years ago, in school, the teachers took my books away from me and let me sit doing nothing. I'm a slow learner. Now, I'm learning to play the guitar and also learning to bowl. I hope someday I'll be able to live on my own."

Birth, Care and Feeding of a Volunteer Program

Alice Roelofs Kreps

Bonnie Timmons, Graphics

Should I?

So you want to "have" a volunteer? Have you thought, weighed and decided the benefits/liabilities of having a volunteer component of your program! Volunteers have a need to feel they are a part of the family. They want the same rights and responsibilities as paid staff. You must think seriously about the "parenting" of a volunteer program. Give some thought to the following *negative* aspects.

1. Paid workers are sometimes threatened by volunteers because they can take risks, are dynamic, and may want to work into paying positions.
2. Some volunteers are not reliable or responsible.
3. In times of stress, the volunteer component of a person's life is not rated high on Abraham Maslow's hierarchy of needs. Shelter, food and survival come first.
4. Recruitment, training, and support of volunteers takes much effort. If done properly, the benefits will outweigh the costs. But if poorly managed, this component can be detrimental to your agency.

Frightened? Is it worth the risk? Let's take a look at the positive results of a volunteer program.

1. A volunteer's motive is not monetary.
2. Volunteers enable programs to invest and create new aspects that previously might have been left undone due to lack of funds for staff.
3. Volunteers are low-cost and high energy.
4. Volunteers are there because they want to be.
5. Volunteers "free-up" time of paid staff for other aspects of the program.
6. Volunteers add new ideas.
7. Volunteers are responsive to the needs of the program and the community.

Volunteer System: Stages of Growth

These are the stages of a volunteer system. If we look at volunteerism as a living process, we can see the humanity and the cycle that this process follows. Volunteerism is alive and warm. It is a real process. The proper birth, care and feeding of a volunteer makes for a healthy volunteer program.

Pre-Natal Care

After you've dreamed about what you want in a volunteer, you've got to start preparing your program. "Pre-natal care" is essential.

You've got to take care of yourself and your organization in order to develop a happy, healthy organism. You must "eat properly": analyze what will be good for the program and prepare the rest of the staff for the proper care and support of a volunteer system. As an instrumental force in the management of volunteers, you must develop training materials for your staff and volunteers. Providing nourishment for a growing organization is essential in the development of an effective program.

Researching the needs of volunteers is also crucial in the developmental stage of a volunteer system. A final point to remember about preparing the staff and the potential volunteers is the unique-

ness of each of us in our ability to adapt and assimilate new information.
The baby is growing and ready to be born and to feel and to love and to live.

Infancy

"Infancy" comes next. This is the stage of preparing and training the volunteer. You must give food, love, training, exercise, stroking, support, warmth and shelter. The volunteers during this

stage must develop through their environment, "crawl before they walk" (take courses or have unique experiences guiding them toward volunteering). They must question why. They must decide that they *can* make a difference. They also need constant guidance during this stage.

Youth

The next stage is that of "youth", or the active volunteer stage. During this stage you must let your volunteer make decisions and make mistakes. You have to tell them when they're right.

The volunteer needs space to experiment, hope, dream, question. They want to please; they want to listen and to learn. This is the prime time to use your volunteers and to learn from them. At this time they are at their optimum for contributing to your program. Give them accurate job descriptions and responsibilities as guidelines. The volunteer thrives on importance and helping.

The Empty Nest

There comes a time when the volunteers have given their all to your program. They must go on and you must let them. They have given much but feel the need to grow. Your responsibility at this point is to let them go, to realize their needs and to show them directions in which to head.

They express their needs, have new ideas and want to bring birth to new things. They return from time to time to give and receive support.

Volunteerism—Growing Made of Service

Today volunteerism is becoming an established, accepted mode of service delivery to the human services community. It has its strengths and weaknesses. Explore both before deciding on whether your helpers will be volunteers or paid monetarily. Examine geographical, political and social climate to decide on your ideal organization. Pay close attention to training staff and teachers. This training must be intense initially and reinforced periodically.

If you decide to use volunteers, our experiences may be of use to you. In the College for Living, our process is simple. First of all, recruit in classes dealing with human services, education and psychology. The College for Living general information slide show sparks student interest. I have learned to over-recruit by 50% in preparation for last minute "drop-outs".

I offer three courses for college credit: a training workshop called "Reaching the Adult Who is Disabled", HSW 311, Human Services for Handicapped Persons", and an education class "Teaching Techniques for Special Populations".

We advertise for community volunteers through brochures and public service announcements. Individuals from the community call me and say, "I want to teach 'Japanese cooking' " or "I am a dental hygienist, what can I teach?" People need to fulfill themselves. The College for Living is one way to grow and learn. Creativity and the need to belong inspire many people to volunteer.

I interview those who wish to teach. I ask such questions as:

1. What do you know about the College for Living?
2. What are your opinions regarding the developmentally disabled?
3. What skills do you have to offer at this time?
4. What's in it for you?
5. Have you checked out your personal biases, values and beliefs?

After the initial interview, volunteers attend a week-long intensive training session. In the training workshop we cover developmental disabilities in general, philosophy of the College for Living, lesson plans, learning objectives, specific techniques for special populations, sensitivity to disabilities, and more. I supply the volunteers with written materials. Then I use the same techniques for training volunteers as I do for teaching adults who are developmentally disabled. That is, I use the medium of experiential learning. People learn through exposure and necessity. An important point to keep in mind is that the learner must be an *active* part of the process. Lecture format does not allow processing of information or immediate feedback. I strongly suggested that any lecturer allow at least twenty minutes for exploring the topic with the trainees. Other emphases should be in exposing the volunteer teacher-in-training to techniques, procedures, the service population, and to actual participation in activities that lead to their growth, professionally and personally.

What Kind of Volunteers?

What kind of volunteers can be utilized in a project like the College for Living? This depends on the needs of the volunteers, staff, project, and the needs of the students for that term. Principally we use volunteers as teachers. The student-teacher ratio is approximately five to one. The teachers team-teach. This gives extra insight for running a quality program. Other kinds of volunteers have also been used: those who wish to drive students to classes, help around the office; give special expertise such as yoga or sign language; share one evening or one weekend with our students; conduct special classes off-campus for shut-ins or physically disabled. The summer program uses volunteers on a short-term basis for recreation and cultural activities.

Other important volunteers in the College for Living are the faculty, counselors, community professionals and advisory board members. These people spend long hours helping students enroll, giving suggestions to teachers, encouraging students to try something new, giving ideas to address existing problems and facilitating brain-storming sessions. These volunteers are often neglected in the praise. We try to periodically thank them for their support.

Requirements

The crux of a program is the reliability, creativity and professionalism of the volunteer staff. We demand much of our staff; they constantly come through with great skill and caring. Characteristics beneficial to volunteers are: enthusiasm, creativity, responsibility, caring, support and spontaneity. The following skills aid the volunteer in teaching: ability to follow through; a philosophy consistent with the organization; ability to team teach, understanding of the definition of developmental disabilities; the ability to use experiential learning for problem-solving; and basic first aid.

These may seem like phenomenal requirements! But even with these demands we have found creative people who know how to work with people as well as to be accountable. The teachers are assessed by an on-going evaluation procedure. They must turn in weekly logues, submit disruptive classroom incident reports, fill out a conduct form and evaluate each student. They attend monthly teacher meetings which emphasize theory to aid their classroom management. The teachers have the expertise of a night coordinator master teacher to give them immediate feedback as to their interaction with co-teachers and students. Teacher-made materials are shared. Students in the program evaluate the teachers. This helps the teachers find their strengths and weaknesses.

The faculty at MSC offers courses related to developmental disabilities through the departments of education, human services and psychology. These courses also help the volunteer develop professional skills while gaining experiential knowledge through teaching. The college atmosphere is exciting and supportive of the College for Living program because of the symbiotic relationship of all persons involved.

Support

Our staff supports teachers during their participation by being available during the semester to

discuss problems that may arise or to help brainstorm ideas/plans for their future within the field of developmental disabilities. As managers of volunteers we need to be aware of the total person. CFL is a high priority only when the volunteer can afford to give of himself.

We reward our teachers with certificates twice during the semester; once after the week-long workshop and again after the teaching experience. These certificates are of emotional as well as professional value. We feel that they show the staff's appreciation of the time and effort contributed by volunteers in a high quality program.

Volunteerism Today

Volunteerism has been around for centuries in a local community sense. Recently, we have begun to discuss volunteerism in the same manner as we do other aspects of an organization. We examine strengths, weaknesses, organizational structure, job descriptions and accountability. We weigh cost-effectiveness by seeing the benefits and the deficits of a volunteer program. Adequate protection and rights of the volunteer are of deep concern to anyone who runs an organization that has a volunteer element. Much legislation is being presented for those involved in the field of volunteerism. Some of the push for benefits have been:

1. To be able to deduct child care from income tax.
2. To be able to use volunteer work for employment history.
3. To be able to deduct mileage in transit to volunteer work from income tax.
4. To have insurance coverage while volunteering.

In managing the volunteer portion of our program we plan, train, analyze and implement a quality program using sound business management procedures and humanistic education procedures. We manage a program that thrives on creativity, change and organization. Volunteerism has proven to be mutually beneficial for both the College for Living project and our volunteers.

Volunteer Voices

Let's have them speak for themselves.

"I am really gaining some valuable experience in classroom management and preparing for each class. As each class ends my self-confidence grows. Everything seems to be going along smoothly. All of the students are very interested in what they are doing. I consider this my best experience since starting college, and I'm very glad to be part of the program. It's a shame that all education majors don't have a chance to plan, organize, and teach a class." *Steve Miller.*

"It is a tremendous experience to set up and run the class. Planning lessons and executing them, or not executing them because of unforeseen things, adds realism . . . success is a real element of the class." *Don Smith.*

"Some of the main satisfactions I get from volunteering are good relationships with students regarding their growth and development (social and motor skills) and my own growth as a communicator with students and co-teachers." *Susan K. Costello.*

"College for Living has been a worthwhile experience as a residential counselor. I have seen the positive effect College for Living has on our D.D. clients. One man was placed in an apartment because of the help he received in College for Living." *Anthony Velarde.*

"The College for Living gives handicapped adults a chance to be more self-reliant." *Chris Read, former CFL student.*

"I am a Special Ed teacher. I love the variety of classes offered, the range of people teaching, and the friendly atmosphere in the College for Living office." *Susy Torgerson.*

"By whose definition are you handicapped? People who are ***really*** *handicapped are those who have lost the ability to feel . . . those who cannot express emotions. If you can laugh or cry, fear, love, hope, and express these feelings to others, you aren't handicapped, but rather a beautiful person."*

Curriculum Development: Fitting the Bed to the People

Alice Roelofs Kreps

It is told that the character from Greek mythology, Procrustes, would offer hospitality to wayfarers in his home by the road. Once bedtime came, if the bed was too long for the guest, Procrustes would have him stretched out to fit the bed. Similarly, if the guest was too tall, Procrustes would simply saw his legs off to fit the bed. In developing curriculum for the College for Living we take the opposite approach and try to fit the "bed" to the individual.

So, you have decided to run an adult education program for adults with developmental disabilities. How do you develop a viable curriculum that can be of long-lasting, general impact? When we started the program five years ago, we searched for curriculum that could be applicable to our special population. The choices were slim and sometimes expensive. The running of a low-cost program did not lend itself to expensive curriculum. Most curricula for mentally retarded people and those with cerebral palsy were geared toward a younger age group. Thus, finding curriculum was difficult.

What did we want to teach? Why? How? How do you find low-level, high-interest materials that benefit your needs? These questions lead to the question — what are the needs of an educational program for developmentally disabled adults? Our students are from institutions, nursing homes, group homes, independent living situations. Their educational backgrounds are as diverse as are their living environments. Our students are labeled educable, trainable or borderline mentally retarded. This indicates that their developmental sequences are at a variety of levels. Some of our students have their high school diplomas; some have never gone to school. I pondered the question of curriculum, mental retardation and the adult learning process. I found that I knew a lot of educational techniques, developmental sequences and philosophical approaches to adult education. I still had a vague uneasiness about designing curriculum.

How did we decide what to teach in the College for Living? How did we discover the educational processes needed to successfully teach a certain subject? One area of need stood out immediately — "survival" skills needed to live independently in the community. Originally I called upon special education curricula to create thirteen critical areas of survival in the community: Keeping Healthy, Living Safely, Homemaking and Family Living, Understanding Oneself and Getting Along with Others, Understanding the Physical Environment, Appreciating and Creating Beauty, Being a Responsible Citizen, Leisure Time, Earning a Living,

Traveling, Money Management, Human Sexuality, and Communicating Ideas.

From those thirteen I designed a book entitled *Working Curricula*. In this book I covered general objectives, concepts, materials, and activities to reach the listed objectives. From these thirteen core courses I have developed more specific courses in order to serve the population for whom we work.

Life-centered Education, Adult Performance Levels and Adult Basic Education (APL/ABE) have begun to develop criteria and objectives for persons of normal intelligence who are disadvantaged in some way and have learning problems. 80% of people enrolling in APL/ABE programs have some learning problems which were not necessarily detected during early education. Adult education programs are now trying to be responsive to the general population. Add to the general population the myriad of special population concerns. Since adult education's tasks are population concerns, the tasks become phenomenal. Handicapped/disabled adults have been neglected due to myths, fears, and lack of practical skills of teachers. With these problems in mind, I decided to look upon our potential CFL students in the same way that I look at other adults needing services. Adults should be respected for their age, their past experiences, and the tools they bring to the learning situation. Therefore, when I develop guides, I incorporate everyone involved into the curricula process.

My strength in the belief of self-determination led me to the following process of developing curricula/community living skills guides. First of all, I consult with teachers in the specialty area and ask them what needs to be taught and how. Then I talk with students and ask them what they need to learn and what they want to learn. I try to use APL/ABE general objectives and then design activities to meet those objectives. The activities are only suggested, since each teacher is encouraged to use "whatever works" and experiential, real-life learning situations. With all of the curriculum packages that have been produced by publishers, the idea of designing one more major "seller" to market for our population seemed distasteful. Most of our programs cannot afford to buy expensive materials. So we decided to develop teacher-made materials and trust in our teachers to be resourceful and creative. A concept/objective that needs to be learned, suggested activities to reach these learning goals—these should be seeds for new activities to meet each individual's needs. We found *Community Living Skills Guides* to be both successful and inexpensive.

Adult Learning/Child Learning

Curriculum, presentation of ideas, and attitudes of the learner all indicate that there should be a difference in teaching techniques between adult and child learners. When approaching either group, you need to be aware of the difference.

Children are directed into subjects. Subjects are the center of the curriculum, not the students. Children's choices are limited by adults and their perception of children and their needs. Children's learning is other-directed and future-oriented. Children learn general data to build upon in the future. They are pliable. They are unequal in age and experience to their teacher. They have little choice and are given a standardized learning package.

Adult learners have an entirely different learning environment. They are present-oriented. They are involved in immediate life-choices. They must learn to solve specific problems. Self-motivation is a major factor in adult learning. The approach to adult learners must be practical. The learning situation must give immediate usable feedback.

Adult learners demand respect and action. Curricula must meet individual needs. This puts the responsibility of versatility and creativity on the teacher. The teacher must be flexible and be able to interact with a variety of personalities. Therefore, the teacher needs several qualities in order to be effective. The teacher must be receptive to new ideas and be able to offer problem-solving situations for students. The teacher must have an abundance of resources to meet the myriad of levels of knowledge students bring to the classroom.

To teach effectively, we should keep several points in mind. First of all, each individual has talents; use them. Rescue the dreams of the students; meet *their* needs, not yours. Students are decision-makers; offer choices. Choices are critical in leading to be able to solve problems. Problem-solving situations must be created to lead to active learning.

Motivation of adult learners must be internal. Success in small tasks aids students in recognizing their ability to learn. The next step is to offer challenges and responsibilities which students can handle. Make your learning cooperative, not competitive. Have many resources available.

Adult learners also demand more of the teacher. They do not want "busy" work. The teacher must positively reinforce the efforts of the students. The teacher is a support system for self-learning. The teacher must be aware of the fact that many adult learners are locked into a "failure" system. This system must be broken, so that the students can experience success and failure as informational cues of thorough learning.

Common Sense Techniques For Teaching Special Populations (Or Anybody Else For That Matter)

The following is a list of ideas to keep in mind while developing any course curricula.

- All people want to feel special, unique. Treat each person as such.
- All people want to identify with others and feel part of a group. Create that kind of atmosphere in your class through caring.
- Acknowledge individual needs.
- Analyze each task and then find out what each individual knows about the task so that you aren't teaching them what they already know.
- Use students' backgrounds for class lesson plans instead of your own.
- Experiential learning is the best teacher.
- Teach problem-solving, not data collecting.
- Mistakes are great teachers, not failures!
- Take time to really learn something and share.
- Enjoy yourselves; learning can be fun.
- Aids for those who are visually impaired: aural-audio cues, tape recorders, large print, sit in a front row position.
- Aids for those who are hearing impaired: large print, directions written, face student when talking, speak clearly.
- Aids for those who are physically disabled: space for wheel chairs, accessible activities, allow time for each person, accommodate students by having several testing methods.
- Aids for those who are mentally retarded: task sequencing and analysis, reinforcement and repetition, use of variety of media to reach student: tactile, emotive, non-verbal.
- Aids for those who have cerebral palsy: modification of testing, communication boards, time.

Scope and Sequence/The Developmental Process

Since College for Living is not an institution with an entry level and an exit point, we do not use programmed instruction or sequential course offerings, CFL is similar to a Free University or a Continuing Education Program. That is, we offer a variety of courses each term. Students are free to enroll in any course they choose, as often as they wish. The courses do, however, have a scope and sequence in the horizontal-vertical learning charts. The pre-post test helps identify weak areas or developmental gaps that the students should be emphasizing during the term. Theoretically, new activities could be used to cover those gaps, so students could be enrolled in a class indefinitely. Although there is scope and sequence, there are also the built-in freedoms of any adult education course: the right to choose; the right to go at whatever learning pace best suits you, and the right to decide to "let go".

C.E.U.'s, Accountability and Certificates

Students who complete a College for Living course are awarded Continuing Education Units (C.E.U.'s) for attendance and participation in the courses. They are evaluated by a simple student-class evaluation designed by Jan Black based on a

Minnesota model. Jan effectively condenses the evaluations of the students' class performances in a brief one page progression over the term. With the specific objective measured, incidental learning takes place due to experiential tasks, group activities and social interaction. With this style of learning, the teacher is free to meet immediate needs as well as to reach specific objectives of each student. Individualization and socialization skills are facilitated by mapping-out for the term: concepts, activities to reach those concepts, and specific learning objectives. These can be changed and adapted for teachers and students in any given class.

Curriculum guides should be helpers on classroom management. They should be initial idea encouragers, but they should not be an entire program. Human interaction between teacher-student, student-teacher, student-student, student-experiential situation is the real learning point. Curriculum should be constantly changing to meet the current needs of the people served.

(Sample guide from Money Management I on page 41).

Why Use the Horizontal-Vertical Learning Process?

With this chart a teacher should be able to individualize curriculum to help a person functioning on a low-level and simultaneously help those who are near developmental conquering of a skill.

The theory behind this chart is that in any given activity, there are a variety of levels through which an activity can be approached. If one student is on Step I and another on Step V, both can be doing the same activity and yet learning a different step in the developmental cycle. For example, if you are using mirrors to explore the self, one student may be identifying himself/herself by stating his/her name, while another student might be using descriptors to identify personality characteristics. Activities that allow for goup participation, regardless of the developmental level of the student, create a positive self-image. Affective education is emphasized. At times, one needs to ask students who excel in a certain area to be either teacher aides or co-teachers. This is also an affective tool for building self-esteem and growth. We try to build in success for all of our courses. Success does not mean no mistakes. Success means making mistakes and solving problems. It means accepting the life process of handling emotions and obstacles with determination and resolve.

(Sample Pre-Post Test on page 42).

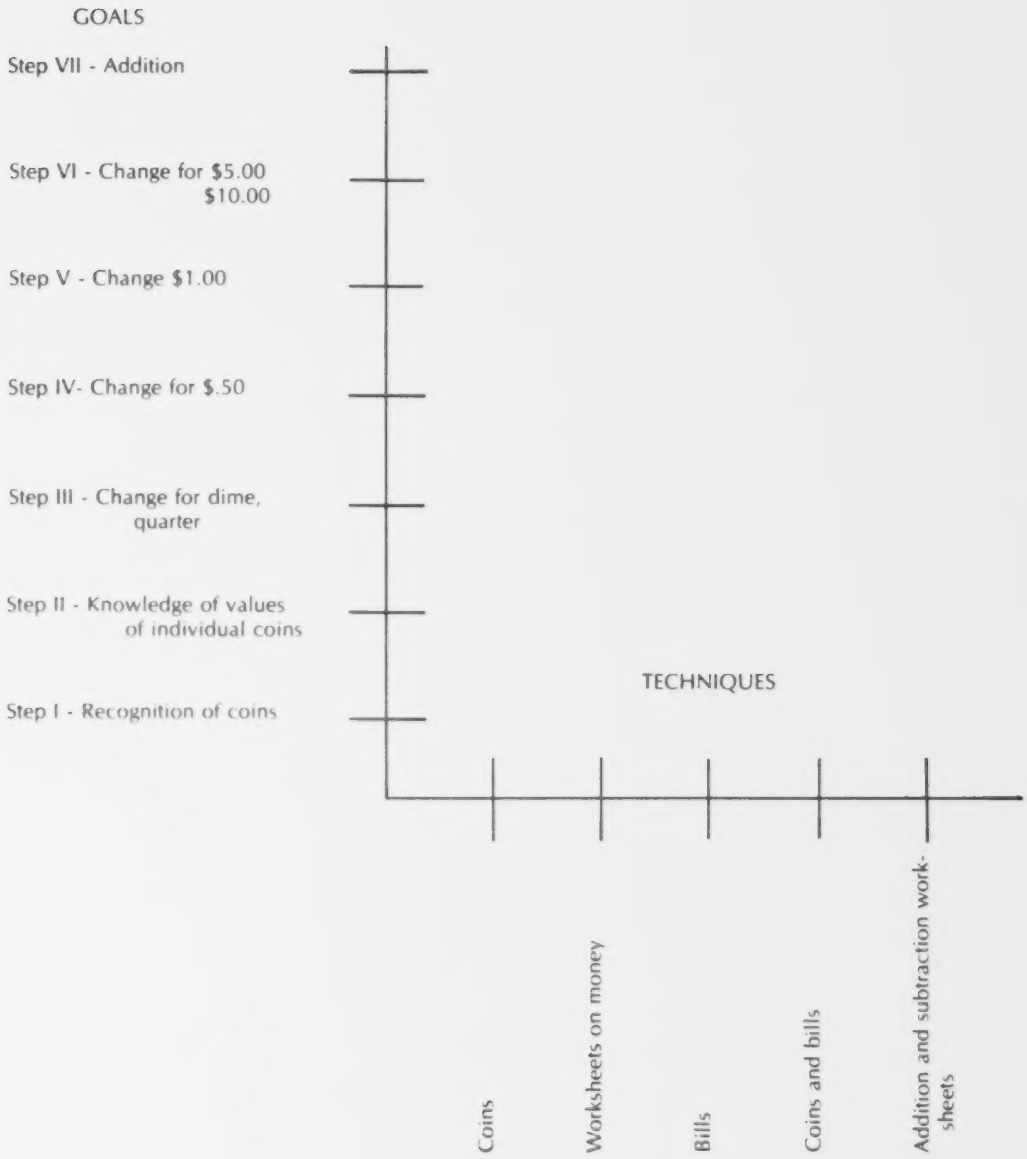
All kinds of learning can be measured—cognitive, psychomotor, as well as affective modes of learning. The entry and exit levels of students can be measured by a simple test given at the beginning and end of a term. The test can be given in any form that will allow the maximum input of the students. You can ask the student to demonstrate a skill (for example, dicing, slicing, peeling); ask the student to make a choice by pointing or verbally describing an activity. A test can be given by asking the student to draw pictures or write answers to questions.

Teacher evaluation of the test should be made by observation of the student before, during and immediately after the test; by offering a variety of different learning modes during the test in order to assess the student's primary mode of learning; and by evaluating the problem-solving abilities of each student.

In the guides, each step contains concepts/objectives, activities and materials. This method has proven a good start for the creative, natural teacher and a life-saver for the average/mediocre teacher. Talking with the "head teacher" often adds more dimensions to the activities listed on a given page. Asking the students to make choices given several activities is also a success-oriented plan of action. The objectives or goals for a specific step give direction for lesson plans. Taking into consideration the student's backgrounds also creates more relevant activities for each individual class.

When using the curriculum guides, we assess them with a "Critique of Guidelines". This critique helps us modify guidelines to meet the needs of each individual class and to improve activities. The critique is based on a -5 to $+5$ scale, plus room for comments. Improvement is emphasized and criticism welcome. We suggest on-going evaluation of all components of the program to ensure quality programming.

MONEY MANAGEMENT


GOALS
Step VII - Addition
Step VI - Change for $5.00 $10.00
Step V - Change $1.00
Step IV- Change for $.50
Step III - Change for dime, quarter
Step II - Knowledge of values of individual coins
Step I - Recognition of coins
TECHNIQUES
Coins
Worksheets on money
Bills
Coins and bills
Addition and subtraction work-sheets

Goal: Student will gain practical money skills by solving problems pertaining to money with coins and monies in realistic settings.

Note: To solve all problems adequate change should be provided. This course is *not* a mental exercise. It is a course dealing with practical money skills.

Homeliving and Family Living
College for Living
Pre-Post Test

Name _____
Date _____

1. Tell three (3) healthy snacks.
2. List the Four Basic Food Groups.
3. Set one place setting at a table.
4. Divide a pile of clothes into two groups - soiled and clean.
   Or use pictures and classify into two groups.
5. Using an electric iron, iron one item using proper safety techniques.
6. Make a list or draw pictures of clothes needed for winter wear, summer wear, autumn wear, and spring wear.
7. What does "sloppy" or "messy" mean to you?
8. How can you be a clean, neat person?
9. Name the people that you live with. Who are they?
10. What are some responsibilities (chores) you have in your house?
11. Where does your money go each month? List expenses.
12. List some of the expenses necessary for maintaining a home.
13. What must you do to keep a house neat and clean?

TEACHER NAME _____
(Optional)
DATE _____

CRITIQUE OF GUIDELINES

1. Course Title _____

2. Used with how many students (who attended regularly) _____

For each item below, please rate along a scale of 5+ (excellent) to 5− (poor).

3. Explanation of use of guideline helpful.

   Comments: _____

   5− 0 5+

4. Material sequenced for adult education.

   Comments: _____

   5− 0 5+

5. Guidelines service a variety of student functioning levels.

   Comments: _____

   5− 0 5+

6. Guidelines can be adapted to a variety of learning environments (e.g. structured classroom, experiential learning situation, small groups, one-to-one, etc.

   Comments: _____

   5− 0 5+

7. Teacher could easily add self-developed activities to help meet objectives.

   Comments: _____

   5− 0 5+

8. Activities in curricula are sufficiently concrete to enable students to grasp concepts.

   Comments: _____

   5− 0 5+

9. Activities for students reflect the world around them (are experiential and practical).

   Comments: _____

   5− 0 5+

10. Please list ways to improve existing guide:

When designing, developing, borrowing or using any curriculum, it is imperative that the teacher keep in mind several points: His/her students' needs. Students' backgrounds. Experiential activities which lead to choices. Different levels of each individual student. Activities leading to evaluation which will help the student learn to cope with external pressures and responsibilities while developing a positive sense of self. Curriculum should be guidelines which can be changed according to needs of the entire learning process. Most of all, curriculum should be an aid to a sometimes joyful, sometimes frustrating process. The real learning takes place between students-students, students-teacher, and students-learning activity.

The following is a list of existing curriculum developed by College for Living: Art; Cooking/Food Preparation; Additional Activities for Nutrition; Cooking; Homemaking and Family Living; Job Orientation and Training Program; Leisure Time For Adults; Looking Good; Hygiene; General Experience Course for the Lower Functioning Adult; Money Management I; Money Management II; Nutrition I; Reading I; Reading II; Sexuality; Spanish I; Recreation for the Adult Who Is Low Functioning; Traveling II; Wardrobe I; Wardrobe II; Working Curricula.

These guides are in the process of being designed: Woodworking I; Theater; Traveling I; Civil Rights.

Suggested further reading

Noble, Angelica Cass, *How We Live*. Adult Basic Ed Series, Noble/Noble, Inc., 750 Third Ave, NY, NY 10017 $2.49

Kahn/Bradley, *Using Dollars and Sense*. Fearon Publishers, Ed. Division, 6 David Dr., Belmont, CA 94002 $2.01

Richards, Frank, *Buying Power*. 324 First St., Liverpool, NY 13088 $1.35

Your 1040A Form, published by Era Project Cope. Providence Adult Education, 396 Smith St., Providence, RI 02908 $1.00

Richards, Frank, **All About the Hall Family*. $3.95

**Dining Out Skill Text*. Special Service Supply, Box 705, Huntington, NY 11743 75¢

Occupational Fact Finding Series. Parts I and II, Special Service Supply, Box 705, Huntington, NY 11743

Fundamental Forms Skill Text. Special Service Supply, Box 705, Huntington, NY 11743 $1.50

**Finding Your Job*. Eye Gate House, 146-01 Archer Avenue, Jamaica, NY 11435 $58.50

The Telephone. Era Project Cope, Providence Adult Education, 396 Smith St., Providence, RI 02908 $1.00

**How to Read a Map*. Relevant Productions, 319 Gulf Blvd., Box 68, Indian Rocks Beach, Fla. 33535 $31.75

**Health and Nutrition*. Nat. Ed. Assn., 1201 Sixteenth St., NW, Washington, D. C. 20036 $29.00

**Be Informed on Marriage*. New Readers Press, Box 131, Syracuse, NY 13210

**Comparison Cards*. National Dairy Council, 111 Canal St., Chicago, Ill. 60606 B-043 $4.00

**Planning Meals and Shopping*. Weaver Fearon Publishers, E. Div., 6 Davis Dr., Belmont, CA 94002 $4.20

What Every Woman Should Know; Making Every Dollar Count; The New You; Grocery Shopping to Save Money. 1973, Mini-classes, Box 3461, City of Industry, CA 91744

Adult Education Resource Center. 303-761-8757, 3647 S. Santa Fe Dr., Englewood, CO 80110

New Readers Press, 1977-78 Catalogue, Division of Laubach Literacy International, Box 131, Syracuse, NY 13210

Health, Safety and Sanitation; Buying Guides; Money Management; Becoming a More Effective Person; Communicating with Others; Understanding Yourself; Being an Informed Citizen. Steck-Vaughn Company, an Intext Publisher, Austin, Texas.

Communications; Money Management; Occupations; Health; Community Services. Ablest. Adult Basic Literacy Educational Skills Text. A 309 Adult Education Specialist Project, Lancaster, Pennsylvania, July 1976.

Follett Coping Skills Series; Budgeting; Finding Work. Follett Publishing Company, Chicago, Illinois.

We want to live on our own, work and have friends, cook our own meals . . .

Evaluation: Quantify It, Qualify It

Jan L. Black

As a rule, when people join together and operate a human service program, the evaluation aspect is viewed as needed, but dull. It is then tabled for "later" attention, ever looming like a huge challenge which awaits conquering.

Instead of falling into such procrastination, I recommend the "swiss cheese" theory to ease the situation and put things in perspective. This theory states that a large task can be broken down into smaller segments. Ten-minute jobs, which relate to the project, use time productively and punch holes in the big job. After a few of the ten-minute jobs it begins to look like swiss cheese instead of a boulder.

What is the best way to evaluate and quantify a helping relationship? Neither the English nor metric system of measurement carry a unit for caring, sharing, enthusiasm, and creativity. Subjective ideas need to be put into objective terms.

Evaluation Steps

Start simple. A small, established foundation can easily be enlarged later. I suggest this plan of action:

Step 1. Write a Mission Statement for your program.

Step 2. Break the Mission Statement into two or three main objectives for analysis.

Step 3. Figure out how each main objective can or is being met using facts and figures.

Step 4. Compile the above facts and figures into a report with narrative to explain them.

Mission Statement

Here is the mission statement for our College for Living. "The purpose of College for Living is to assist adults with developmental disabilities to learn community living skills through a low-cost program in a college setting." Elements in our program operation have changed; however, the purpose of our existence has not. My foundation is laid. I begin each semester's program evaluation report the same way.

Objectives

The second step separates the mission statement into its parts, or main objectives for the program. The mission statement of Step 1 now becomes: "The purpose of the College for Living is:

a) "to assist adults with developmental disabilities to develop community skills"

b) "to provide learning skills through a low-cost program"

c) "to establish a learning environment within a college setting."

An appropriate mission statement is crucial to the rest of the evaluation process.

Facts and Figures

The third step takes longer to complete. Objective a) as listed in the preceding paragraph is met by means of our on-going weekly classes. All

courses offered in College for Living are contained in one of nine general teaching objectives (see Table 1). New courses are offered when requested and these are categorized within the nine general teaching objectives.

(Table 1 is on page 49).

Nine general student outcome objectives are also written. They relate to the same content areas as the general teaching objectives named in Table 1. Student success is predicted and measured each semester. The relative weight for each of the nine outcome objectives is determined so that more focus can be put on the most important objectives.

Each student is evaluated by his or her teacher at the beginning, middle, and end of the term. The first night of class, every student determines a specific learning objective. Initial status is noted by teachers, using a five-point measurement scale. The scale ranges from "cannot understand or do at all" to "understands and does independently." This function level code with corresponding numeric values appears on all Student/Class Evaluation Forms. They are patterned along the lines of the evaluation system created by Walker and Associates, Inc. in Minnesota and implemented by the St. Paul Association for Retarded Citizens. A sample form appears in Figure 1. I chart the mean average amount of student progress during the semester for each class taught.

(Figure 1 is on page 50).

Consequently, when the student evaluation form is complete at the end of the term, the amount of progress made by the student will be obvious to the evaluator, student, and volunteer teachers. This type of feedback brings reinforcement to everyone involved. It is also *measurable*.

Main objectives b) and c) require a little more effort to prove, but with careful thought it is possible. Our College for Living project keeps costs lost because teachers volunteer their services, college faculty members provide guidance, classroom and office space is rent-free, and audio-visual and printing facilities at Metropolitan State College are at our fingertips. The college environment offers developmentally disabled adults a motivating environment for education. MSC is also a rich source of volunteer teachers, and they can receive college credit for the field experience.

Management Report

The fourth and final step in this process is to produce a management report. Facts and figures organized into tables and charts are easily reviewed by others. Narratives enhance interpretation.

There are many ways of collecting data to use in a management report. Sample copies of any forms used should be included in an appendix.

Figure 2 is an example of how demographic information can be concisely gathered. It is useful for development of profiles on persons involved in a program. College for Living students turn in similar information when they first register for classes.

(Figure 2 is on page 51).

Feedback from the persons involved in our College for Living project is vital. Volunteer teachers and students are asked to make criticism each term. Referral agencies are surveyed periodically by an objective interviewer. Figure 3 is the form used for random sample student evaluations of teachers and classes. It is one way of collecting feedback. The subjective information given is grouped by numbers and percentages into tables showing survey results. This way staff members can be made aware of weak points in the program which need special attention.

(Figure 3 is on page 52).

Another way that we collect evaluation data is a minus 5 to plus 5 rating scale. This is used to get participants' opinions of the volunteer teacher training workshop, conferences for all coordinators of College for Living projects, and community living skills guides. A sample of the latter form appears in the curriculum chapter of this manual. Mean average ratings can easily be calculated for the management report from the data gathered on this form. In addition, individual speakers at workshops are analyzed for receiving future invitations to speak; the average rating is shared with each person so they know how the audience felt about their presentation.

TABLE 1

General Teaching Objectives/Corresponding Course Offerings

General Teacher Objectives	Course Offerings
1. To facilitate obtaining and maintaining employment or training.	Earning a Living Typing
2. To increase awareness of civil rights.	Citizenship
3. To improve students' living situations	Family Living Traveling Living Safely
4. To understand and adjust to the surrounding environment.	Denver at Night
5. To increase body awareness and personal care skills.	Sexuality Looking Good (Hygiene) Wardrobe Yoga Dance Exercise and Physical Education
6. To increase communication skills.	Reading I and II Assertiveness Training Music Appreciation Art Creative Arts: Drama, Newspaper, Photography Beginning Spanish Curiosity Class
7. To increase money skills.	Money Management Shopping on a Budget
8. To increase social interaction skills.	Understanding Oneself: Getting to Know Me Values Clarification Dating Summer Program Activities
9. To increase independent living skills.	Cooking Leisure Time Community Skills Nutrition

FIGURE 1
STUDENT AND CLASS EVALUATION

(sample)

Metro College for Living

Student: James Bond

Teachers: Joanne Woodward
Michael Murphy

Semester and Year: Spring 1978

Class Title:
A. Sexuality I, II _____
B. Keeping Healthy (Lookin' Good) _____
(C) Wardrobe I, II √
D. Yoga _____
E. Dance _____
F. Physical Education _____

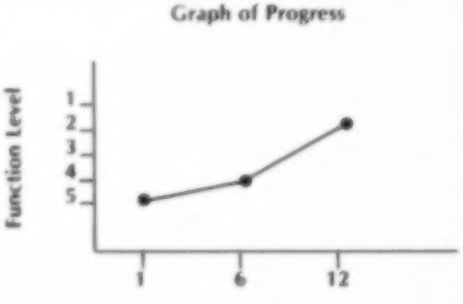
General Objective 5: To increase body awareness and Personal care skills	Review Dates: Weeks 6 and 12
Content Area (Specific Learning Objective): Given a set of 10 pictures of people dressed in seasonal clothing, the student will identify 8 or more pictures by corrent season.	Functioning Level Code: 1 = Understands or Does Independently 2 = Needs Little Assistance 3 = Needs Much Assistance 4 = Beginning Ability 5 = Cannot Do or Understand at All
Beginning Status Description (Week 1): In the pre-test, Jim could not identify clothing for any of the four seasons.	Function Level: 1 2 3 4 (5)
Review Status Description (Week 6): When shown pictures of winter and summer clothing, Jim can separate them correctly. Still can't do spring and fall.	Function Level: 1 2 3 (4) 5
Final Review Status Description (Week 12): Given a set of 10 pictures, Jim identified 7 correctly according to season. However, he needed assistance on 1 spring picture and 2 fall pictures.	Function Level: 1 (2) 3 4 5
Problem Clarification and Relevant Information: Week 1: Jim's favorite color is red, so he picked red clothing regardless of season the first night. Week 12: We recommend that Jim take another wardrobe class as soon as possible to firm up what he has learned so far. Jim is eager to learn and a wonderful influence on the rest of the class!	Graph of Progress 

FIGURE 2

Survey of Volunteer Teachers

1. Sex: _____
2. Age: _____
3. Employed: Full-Time _____ Part-Time _____ No _____
4. Student: Full-Time _____ Part-Time _____ No _____
5. Do you currently attend Metropolitan State College? _____ If no, did you ever attend MSC? _____
6. Education completed: Doctorate _____ Masters _____
   4 years college _____ 2 years college _____
   1 year college _____ high school _____
   less _____
7. Volunteer Work Elsewhere: More than 5 hrs/wk _____
   1 - 5 hrs/wk _____
   None _____
8. Number of terms taught in College for Living, including this one:

   _____ _____ _____ _____ _____ _____ _____
   1 2 3 4 5 6 more than 6
9. Did you ever volunteer in the MCL summer recreational program (e.g. camp, river rafting, etc)?
10. Words of wisdom or wit for person compiling survey results:

FIGURE 3

STUDENT EVALUATION OF TEACHERS AND CLASS

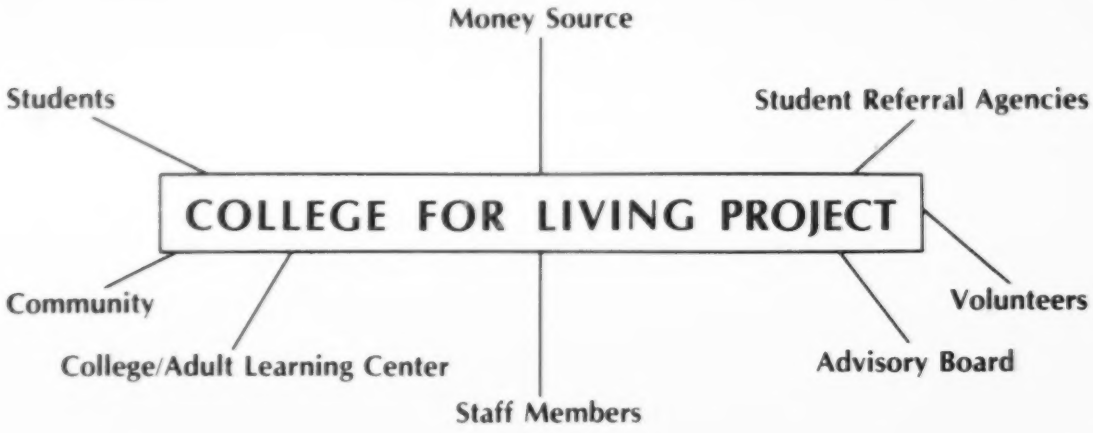
_____
Semester/Year

Class: _____
Teachers: _____
_____
_____

Students: We need your feedback! Circle your answer(s) to the following and add other answers if you wish. Thank you for helping us improve the Metro College for Living program.

1. What do you like about your teachers?
   - friendly
   - teach things I want to learn
   - listen to what I have to say
   - give homework
   - helpful
   - other: _____
2. How could your teachers improve?
   - talk more
   - listen more
   - not give homework
   - be more helpful
   - give homework
   - other: _____
3. What did you like best about this class?
   - field trips
   - things we did as a group
   - things I did as an individual
   - guest speakers
   - movies
   - other: _____
4. What do you like about the Metro College for Living program?
   - the college campus
   - the chance to meet other people
   - I can choose what I want to learn
   - I can learn more
   - Recognition Certificates
   - other: _____
5. How could the Metro College for Living program be better?
   - offer better classes
   - make classes larger
   - make the semester longer than 13 weeks
   - make the semester shorter than 13 weeks
   - get better teachers
   - make classes smaller
   - other: _____

Below are eight areas to which a program is accountable:



I believe that all of the above constituents need to be tapped for constructive criticism, kept informed about program progress, told about their specific role in the operations, and made to feel *needed*.

Focusing your evaluation

In general, evaluations can be geared a number of ways. The main focus can be on testing a few individuals' progress by setting up an objective experiment and publishing the results.

A different strategy can be to do a cost-comparison study; for example, the cost per student in a College for Living program is compared to the cost per student in an "equivalent" education program.

A third approach might involve a main thrust of teacher performance; teaching criteria could be set and examined to judge optimum student success factors.

A fourth focus can be the efficiency and effectiveness of project management; staff members can be studied in their roles to insure that the most ideal division of tasks and responsibilities contribute to the smooth operation of the project. Any of these focus areas can stand alone, or they can be intertwined for a more comprehensive evaluation. The main factor is what your particular project needs.

Who should be the evaluator? A staff member is a possibility. Advantages of such an "in-house evaluator" are: an in-depth familiarity with the program at all levels; easy accessibility for the various people involved in the program; a feeling of "connectedness' to the evaluation process.

The evaluator can also be brought in from outside of the organization. Advantages of a "third-party evaluator" are: a more unbiased and objective viewpoint; probable applicable experience in development of evaluation systems for other programs; time savings for staff who would otherwise be involved in data collection and analysis. Metro College for Living uses both in-house and third-party evaluators.

I am a strong advocate of producing program evaluation reports which are easily understood by laypersons. Undefined statistical terminology, tables, and graphs do not benefit anyone if they cannot be understood. They are virtually useless for distribution to anyone who might wish to learn about the project, and defeat the purpose of the project. Consequently, they also defeat the purpose of the evaluation. Simplify whenever possible!

Individual Needs Assessment

My final suggestion is to do an individual needs assessment when the evaluation foundation is

being constructed. Some careful thought beforehand will reap dividends. Ask yourself: what are the outstanding elements of our project? What will be the most direct way to collect the needed information?

Once the evaluation process is established, your human service program will be measurable. Internally, the staff of the organization can see where strengths and weaknesses exist. Refinements can follow when and where needed. Externally, program worth and need for continuance can be objectively justified.

Keep in mind that this can be interesting, colorful process if proper ingredients and a positive approach are incorporated. Simple touches, such as pictures of the program in action, are an additional incentive for people to read the report. I believe you will be pleased with your evaluation base and appreciative of the quantified results built upon it.

Suggested further readings

Caro, F. G. "Approaches to Evaluative Research: A Review." *Human Organization*, 28, 2 (1969).

Hyman, H. H. and Wright, R. W., "Evaluating Social Action Programs", in *The Uses of Sociology* (ed. P. F. Lazarsfeld, W. H. Sewell and H. L. Wilensky). New York: Basic Books, Inc., 1967.

Van Maanen, J., "The Process of Program Evaluation," *Grantsmanship Center News*, Vol. 5, #1 (1979).

. . . wash our own clothes – all those freedom things!"

Publicity: Getting the Word Out

Jan L. Black

College for Living. The concept is simple and easy to replicate. The students are interesting. Volunteer teachers are innovative. The whole atmosphere is electric. Let's tell others about it!

Publicity has always enticed me with its freedom and diversity. There is challenge and satisfaction in catching the attention of different people.

Press Coverage

Media coverage by others is easiest on project staff. College newspapers are always on the lookout for public interest stories covering unique aspects of education on campus. A telephone call or descriptive memo to the editor can set things in motion. Local daily, weekly or community organization newspapers can mix action photos with colorful dialogue to stimulate outside interest. For example, Halloween, 1974, showed actor Vincent Price and students in the newly established College for Living project exchanging ghoulish stories on the *Denver Post* picture page. Many other photo essays, feature articles and news stories have announced our new beginnings, receipts of funding and a myriad of other newsworthy activities. A grass roots progam which has more personal conviction than financial support receives a tremendous boost from such press coverage.

The surge of where-the-action-is television reporting benefits exciting projects like College for Living. Special activities such as recognition picnics, ski instruction, and teaching a class how to make breadboards generates a high momentum. This presents itself well on television news. Send television stations short press releases well in advance.

Brochures

Brochures can be used to inform students, referral agencies, and volunteer teachers of course offerings for the upcoming term. Often college printing facilities will do the job well and at little expense.

College for Living also has a brochure which serves another purpose. It is written in general terms to introduce people to what we do. In our early years of shoestring budgets, we were quite adept at utilizing inexpensive media opportunities. Chevron Oil Company professionals helped us design an attractive layout and color scheme for a brochure. Then they typeset and printed them for us as a community service project. Two of the eight folding panels are shown on page 58.

Newsletters

Newsletters keep people up-to-date on the program. They can be fun to produce. Ours changed format from straight narrative to topic heading style. The result has been a surge of contributing authors and a better opportunity to touch our diverse readership. The first of four pages carries

OVERNIGHT CAMPING

HORSEBACK RIDING

WHITEWATER RAFTING

SYMPHONIES IN THE PARK

ONE DAY HIKING TRIPS

FISHING TRIPS

CULTURAL ENRICHMENT ACTIVITIES

COLLEGE for LIVING

Summer Session/July, Aug.

COMMUNITY LIVING SKILLS CLASSES

FOR ADULTS WITH **DEVELOPMENTAL DISABILITIES**

HELD AT

METROPOLITAN STATE COLLEGE

DENVER, COLORADO

Each activity during the summer is registered for separately, depending on the specific activity. Please contact our office for further information, schedules and applications for our current program.

the "Voice Your Views" title banner and recaps the previous month's highlights from my point of view. The other three pages contain some or all of these columns: Volunteer Voice, Student Stuff, On Campus, Distant Voices, Success Stories, And Also. Here volunteer teachers learn of job opportunities in the field of human services, are reminded of upcoming meetings, and can write about special achievements of their classes. College for Living students are informed of upcoming course offerings, activities such as Saturday classes and A.R.C. parties, and can share original poetry, drawings, etc., which they did in class. Everyone is notified of movies and musical events on the Auraria campus for the next month.

The "Distant Voices" section allows other College for Living projects the opportunity to give an update on their progress; an in-depth feature story is solicited from a different College for Living project each month. "Success Stories" lauds people and places: volunteer teachers and staff who have undertaken challenging jobs, adults with disabilities who demonstrate talent to the community, heart-warming tales of athletes at the Special Olympics, places where humanity and love abound. "And Also" fits any other relevant material. Besides breaking up space, graphics can add seasonal flavor. I prepare each newsletter for print. Campus printing facilities minimize costs.

(A sample is on page 60).

Magazine Articles

Magazine and journal articles offer College for Living personnel the chance to educate a broader scope of people. A trip to the library will reveal innumerable periodicals to which the College for Living concept would be relevant. These include those dealing with adult education, mental retardation, and volunteerism. The author must be sure to connect the submitted article to the periodical's theme in the cover letter.

My first published article was a 500 word program description and address "for further information" submitted to an education magazine. It was targeted for a section of concise reports of interesting developments; such sections are included in many magazines.

Longer magazine articles need to follow submission guidelines stipulated in the intended periodical. Some allow black and white photographs. Some require sub-heads. Pre-plan your writing style to match that of the magazine. This bit of research will heighten the chances of your work being accepted by an editor. Co-authorship can add dimension, make the job more fun and be less time-consuming.

Audio-Visual Presentations

Slide shows are perhaps our most effective type of publicity. The script can be tape-recorded or read by the person giving a presentation. Slide/tape shows appeal to the senses of an audience and can catch their emotions and attention easily.

The first step in making a slide/tape show is to decide on the "target audience". Will it be for general audiences in the community? For volunteer teacher recruitment? For potential funding agencies? As a means of discussing citizen advocacy?

Once the audience is conceptualized, write the script. Both of our slide shows have more than one speaker, and consequently, more than one author expressing thoughts. This adds depth to the show, but also makes the process more complicated. Make your choice.

Most slide shows are between five and 15 minutes long. This includes music and at least three seconds viewing time for each slide.

When the script is written, take slides to fit your words. We hired a radio broadcaster to tape the script in an understandable voice, record other speakers and the music, and put it all together. Radio stations are often willing to lend their recording studios as a public service project.

One College for Living slide/tape show is designed to recruit volunteer teachers. It is six and one-half minutes long and is taken to college classes to help "sell" the excitement of the project in fifteen minute presentations. The pitch of the script is inducement of volunteers by describing the project, college credit offerings, and testimony of a volunteer teacher on why she recommends it. The narrator persuades, "You are invited to contribute your enthusiasm, creativity, skills and caring to the College for Living program! Chances are you

Volunteer Voice

Metro College for Living is holding a pot-luck luncheon/teachers' meeting on October 14, at the home of Skip Ackler.

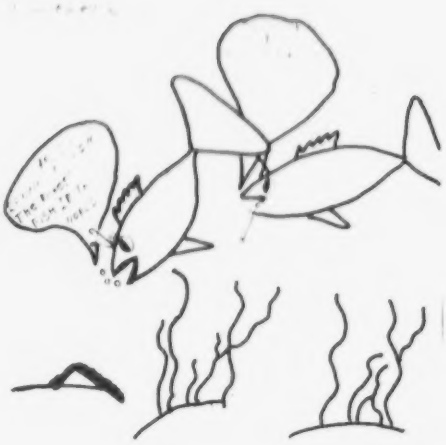
Topics to be discussed include funding and future plans for CFL, progress of classes thus far this semester, the importance of evaluations, beginning preparations taking place for the recognition banquet and general backgrounds of the learners who are developmentally disabled: what CFL students have been taught before they enter our program.

Success Stories

Ida Jane Morris has shared some of her original poetry on a variety of subjects:

STATE FLOWERS' BEAUTY CONTEST

Delicate ambassadors of fragrance
abundant in native areas
Blushing clover enriching Vermont's soil.
Brilliant Indian paintbrush in Wyoming's wild.
Purple violets with royal splendor
In old Wisconsin
Little New Hampshire, smell of lilacs in the air
Graceful lady's slippers, in Minnesota's Lake country
But definitely, NONE MORE BEAUTIFUL
Than our own LADY COLUMBINES
waving in the mountain breeze.



Student Stuff

The City of Lakewood Parks and Recreation Department is offering many activities for people who are disabled. Call the Lakewood Community Center at 234-8715 for more information about joining the following classes: Night on the Town, Bowling, Square Dancing, Creative Dramatics, and mini-classes in sewing, cooking, arts and crafts, disco dance, exercise, sports and games, leathercraft, and more. Something is offered to <u>all</u> ages, and most classes are free!

To contribute news stories, contact:

Metro College for Living
Attn: Jan Black, Editor
Metropolitan State College
1006 11th St., Box 92
Denver, CO 80204

(303) 629-2917

Supported by Dept. of Education (H.E.W.) funds, Washington, D.C.

will learn as much as the people you teach!"

Our other slide/tape presentation is for general information. Since it is 12 minutes long, it goes into more depth and complements staff presentations of 45 minutes or longer. This slide/tape show includes a narrator, two volunteer teachers, and four College for Living students. In this case, the object is to describe the project from a number of viewpoints. It also addresses our interrelationship with Metropolitan State College, talks of project replication in other locations, and states why we should continue providing services. The narrator concludes, "Developmentally disabled adults know, far better than anyone else, that 'making it' in society will require of them not only a lot of hard work, but also a special brand of courage. College for Living sees its role as continuing to provide these people with the skills necessary for independence."

More Projects

The best result of public information efforts has been the inspiration for other people and places to say, "We want a project like yours!" The College for Living network has passed the twenty-five program mark and shows no sign of stopping. At this writing, seven states are involved.

Our 1975-1978 funding sources have allowed us to write, print, and distribute curriculum guides, program evaluations, newsletters and other information for College for Living and other projects. We have also been able to provide technical assistance in the form of planning meetings with staff, introduction of the program concept to meetings of parents/educators/service providers, and training workshops for volunteer teachers.

Once a College for Living project is on its feet, it sets up the structure for how autonomous it wants to be. Each project applies and adapts the essence of the College for Living concept to their specific situation. My job as state coordinator is to keep updated files on each College for Living. Each term's number of teachers and students, courses offered, innovative ideas, future directions, and particular problems are recorded. Often a project experiencing trouble in one area, such as college support or student transportation, can be referred to another project which solved the problem.

Being a liaison is gratifying. Getting the network programs together all at once is even better. The First Annual College for Living Conference was held April 7-8, 1978. Project directors and coordinators had their first chance to meet each other and exchange lots of ideas. Most projects in the western region were represented. Participants revitalized each other in the charged atmosphere. Conference proceedings were recorded. These accounts have been distributed to all College for Living projects, and programs old and new look forward to the annual conferences each spring. Meanwhile they receive periodic address and contact lists of College for Living projects in operation.

A Shining Example

One of the goals of College for Living is the establishment of healthy self-concepts and self-determination for adults with developmental disabilities. A shining example of this philosophy put into action is the *C.U. Citizen* newspaper. It began as a one semester course offering of Boulder College for Living. However, it evolved into a business enterprise supported by sales of the newspaper, business advertising, and classified ads. People across the United States contribute articles, poems, and letters. Their staff describes it well:

lication that is written and published by the students and their advisor of the Newspaper Class in the College for Living program on the campus of the University of Colorado, Boulder, Colorado.

"The purposes of the newspaper are to provide 1) experience in a variety of communication activities for the students, and 2) opportunities to share these experiences with everyone in the community."

And so, subscribers to the nationally circulated *C.U. Citizen* learn about the College for Living and life in general. The following page is a collage of excerpts which typify the newspaper.

The C.U. Citizen

The Good Stuff's Inside

by Myndi Percell
(reprinted from WIRS Newsletter, 6/78)

I found out I was an epileptic in the 8th grade.

I was diagnosed when I was nine years old, but my parents didn't tell me until I was in the 8th grade.

It was quite a shock to me when I first found out. I didn't understand it. It was scary and I didn't want to tell anyone.

When I was a child I had grand mal seizures. But since maturing I've only had one grand mal in 9 years, and that was at a time when I'd been off my medication for 6 months.

I take phenobarbital, which works by slowing down the nerve impulses to the brain. My dosage is low and does not affect anything else that I do...

Understanding and Love Come First

by Richard Adair
Boulder, Colorado

At(my)birth, my parents were told that I would be retarded because of a injury to my neck.

The first thing I can remember is going to an eye doctor where my parents were told that I was nearly blind; in fact, I would be considered blind the rest of my life.

They decided to put me through Public School instead of a school for the blind.

All during my school years, I was told by understanding parents that I could do anything I wanted to do. Furthermore, I never knew I was the least bit developmentally handicapped. That didn't come until I started to job hunt at eighteen...

My Life and Self Advocacy

by Charles Dieterle

I was born at Weld County General Hospital, Feb. 20, in 1950, and I don't know who my parents was.

I was a ward of the State, so the Orphan's Home people came and took me. They raised me until I was about 3 years old, when Harriet J. Latham decided to adopt me for my foster mother. She lived in Denver...

Now I'm doing self advocating for myself and speaking for others. I was appointed to the Public Information Committee of the Colorado Association for Retarded Citizens and I made some radio appearances and helped make a brochure for that group. Now I'm serving on the State Board of Directors as a Member-at-Large for the State Association for Retarded Citizens...

Getting Together

A local session of the Colorado-White House Conference on the handicapped was held in August, 1976. Three hundred adults with developmental disabilities voiced their opinions to the public. "I'd like to live on my own and work and have friends." "I want more responsibility, more money, more self-respect." "We want freedom like anyone else; to prepare our own meals, wash our own clothes, clean our own homes - all those freedom things!" "We don't want to be 'looked' after, just respected as normal adults."

Several College for Living projects have student governments. Another conference for adults with disabilities has been suggested.

Public information aids the growth of a project. It can also allow students and volunteer teachers an opportunity to educate the community from first-hand experience. And nobody says it better, be it in writing, on tape, or personal accounts voiced in workshops and meetings with local interest groups.

Go out and spread the word!

College for Living is worth knowing about!

Suggested further readings

O'Brien, R. *Publicity How To Get It*. New York: Harper and Row, 1977.

Public Relations Handbook (ed. P. Lesly). Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1971.

Telling Your Story: Ideas for Local Publicity (ed. K. Jackson). Washington, D.C.: National Center for Voluntary Action, 1976.

". . . Let me tell you, it ain't hard to go places on your own."

Colleagues in the Community

Glenna M. Booth

College for Living could not have started its program in a vacuum; the support of community organizations was an absolute necessity.

Some of those early influential people were asked to comment on College for Living, both on their early and current involvement. These people include some of the administrators of the Colorado State Home and Training School at Wheat Ridge, a member of the Governor's Council on Developmental Disabilities, a College for Living volunteer teacher who went on to become executive director of one of the local Association For Retarded Citizens groups, and most importantly—four College for Living students.

Colorado State Home and Training School at Wheat Ridge

The administration and staff of the State Home and Training School at Wheat Ridge (Ridge Home) was an early and integral part of the College for Living. The home is a state-supported, multipurpose residential facility for developmentally disabled adults with a population of about 670 residents. As Lynn Murphy of MSC mentioned in an earlier chapter, the administrators at Ridge Home compiled the original "wish list" from which College for Living began its program.

Louise Glover, director of training, feels that "an importart point is that College for Living bridged the gap between two major state organizations."

William (Bill) Crosby, deputy director, supported the College for Living concept from the start. He served on the Governor's Council for Developmental Disabilities when College for Living made its first request for funding. He recalls, "I was pleased with the idea because I've always believed colleges and universities had a place out in the community." He points out the difference between College for Living and traditional college involvement with a facility like Ridge Home. "For years institutions have had students coming to the institutions. MSC's philosophy of community involvement had been expressed before, but this was the first time it really meshed. We were very enthused about the idea. Leaving this campus at Ridge and going to a real college . . . it really does something for our residents."

Dr. Kayo Sunada, executive director, echoes the positive benefits of the college setting. "The feeling of going to a college campus is very important. That is a place where you can learn. Ridge Home should get even more involved in such programs. After our employees have seen the program in action, they have become less rigid, more creative."

Kayo Sunada can personally testify to College for Living's influence. "I use myself as an example

of how our staff can learn. No matter what your philosophy is, it is still easy to stereotype residents. I recall a young man ten years ago. Bill Crosby wanted to send him out into the community. I said there was no way he was ready, but Bill sent him out anyway. He's been out ten years now, has a good job and a bank account of about $10,000."

Bill Crosby adds to this saga of Ridge Home staff support for College for Living. "We've never heard of staff not willing to help. When they drive Ridge residents to class, they ask permission to pick up other students with our bus. They go out of their way to get other students because they believe so strongly in the program."

When asked about other facets for a College for Living program to explore, Louise Glover suggested more parental involvement. She thinks that "if the parents feel good about it, they are a strong ally." In her opinion, "Parents now feel more comfortable about speaking out and getting involved. You can get tremendous support from parents. They speak with a first-hand knowledge of the growth and change in their child. They are a force with a lot of energy and are willing to use it."

Kayo Sunada gives an historical perspective to the benefits a College for Living project offers a facility like the Ridge Home. "The philosophy for the past ten years has been to give the residents an opportunity for growth. Now we utilize our facilities as a temporary stop in the continuum of their lives, not as an end point like we used to. That was where a resident was placed here and spent the rest of his life here. There was an attempt to make the institution meaningful for an entire lifetime.

"Now as a person approaches adult life, his interests become very broad; he wants more than just learning basic skills. An institution has a difficult time in its efforts to provide stimulation all the time, to keep him wanting to learn."

According to Kayo Sunada, "College for Living really enhances that opportunity for the developmentally disabled adult. It gives him the opportunity to enter a training situation. It is unlike other situations where they have class for six months, or a program funded for a certain period of time. He can go to College for Living for a semester, drop out for a semester, then go again. It fulfills the need to always be participating in a learning situation."

Bernie Valdez

Bernie Valdez encountered College for Living in its early days in two of his roles. He is the assistant dean for the Center for Experimental Studies at MSC and additionally, served as a consumer member of the Governor's Council on Developmental Disabilities (DD Council) in 1975-76 and at the present time.

Bernie Valdez was a key person in obtaining College for Living's initial funding. As a member of the DD Council, he was aware that they had $90,000 available to fund new projects. When he heard about the budding College for Living project, he suggested that they apply to the DD Council for funding.

A prime consideration of the Council was the chance of continued funding from other sources after their initial grant expired. College for Living's affiliation with a four-year college seemed to give it a good chance of continuation.

There were also members of the DD Council who had to be convinced that developmentally disabled clients were even capable of coming onto a college campus to reap its benefits. Having a friend on the Council was of utmost importance, as it took some "arm-twisting" and much information to get them to agree to fund the College for Living project. Even though the CFL proposal was put off after the first reading, a review of the program's history proved to be the deciding factor.

As Bernie Valdez says, "Some of the people were very surprised at some of the things that were taking place within the project. There were activities that they didn't really think could be successful, but College for Living had already proven that they could be done." Today Bernie Valdez says that College for Living is regarded as the "most innovative" program that the DD Council has ever funded.

Sharon McMinimee

Sharon McMinimee offers a unique perspective of the College for Living concept, since she has been involved in virtually every role except stu-

dent. One of CFL's volunteer teacher success stories, she is currently the executive director of the Arapahoe Association for Retarded Citizens (A.A.R.C.). To get to this important community position, she was a volunteer teacher at College for Living, held a staff position as night coordinator and did her student internship with the College for Living. Additionally, she was the force behind starting a similar program at Arapahoe Community College while in her current directorship position.

Sharon McMinimee describes her College for Living teaching experience as an eye-opener. "It really made me see the need for education for adults. Developmentally disabled adults are not prepared to live in the community. College for Living provides the key vital to their continuing on their own."

In her position as executive director of A.A.R.C., Sharon McMinimee's enthusiasm continues. "I can push College for Living in a bullish way because I'm excited about its possibilities for young developmentally disabled people. It is distressing to me when others do not let young people participate in this program. It is vital to their growth."

From a community perspective, she points out several other pluses. "College for Living is fostering self-advocacy. Helping people to be productive citizens has a profound impact on society. There are fewer people on welfare, which impacts the tax base.

"Also, College for Living gives the community exposure to developmentally disabled people. Community people need to meet and know handicapped persons. College for Living facilitates this."

Sharon McMinimee testifies that her volunteer teaching experience was undoubtably beneficial. "Working with College for Living helped me make up my mind that this was definitely the field I wanted to work in. My experience in the College for Living was a contributing factor in getting my current executive director position. Plus, my College for Living experience has proven to be a valid reference point. Now I can say that 'this works' based on that previous experience."

College For Living Students

In its four year existence, College for Living has raised a crop of enthusiastic students. Many of them have participated in one or two classes each semester since the program's inception. They are also excited about the summer and winter recreation activities offered by College for Living.

Debra Jean Brown

Debra Jean Brown is one such enthusiastic student. She has taken several College for Living classes — Money Management, Traveling, Art, Job Training, Nutrition, Women's Awareness. She now lives in an apartment in the community with her roommate. She shares the skills she has acquired with others. "I like to teach other clients things like how to get on the bus. I can read all the route maps. I go to the workshop and home on the bus. I also go over to Mountain View (a group home) to see my friends and do my laundry."

This semester Debra Brown is not only a College for Living student, she is also a teacher! On Monday nights she helps out in the Theatre class. She wants to put on plays in front of people. The class is now practicing a play for Recognition Night.

When asked why she liked College for Living, Debra Brown replied, "I've met lots of new people and learned a lot. The teachers are sweet and nice, just as sweet as can be. I like the College for Living teachers; that's why I keep coming."

Don Hinkle

Don Hinkle, another long-time College for Living student, has to pause from operating a drill press to talk about the program. He says, "I can't remember how long I've been coming to College for Living, but it's a long time. I've learned a lot, especially in Wood Shop class. I've learned about wood and stuff like that. It's very interesting."

Don Hinkle has taken several other CFL courses: Gym, Human Sexuality, Understanding Oneself, Exploring Denver at Night. He describes his life. "I work at Goodwill unloading trailers five days a week. I'm off on Saturday and Sunday. I like to bowl on Sunday. I get down to College for Living by myself on the bus. I live in an apartment by myself. I do pretty good. I like living in the commun-

ity. I'm learning a lot. I hope to learn more as I continue to come to classes."

Mike and Gary Gregory

Mike and Gary Gregory are two sociable brothers who not only come to College for Living classes and activities, but also live across the street from campus. So they stop by the office frequently just to chat. Both are currently in the Wood Shop class with Don Hinkle, and are just as excited about learning to use the tools and create useful items out of wood. They have made some wall shelves and trays for wheelchairs at Ridge Home.

Gary and Mike Gregory have also shared in some of the recreational opportunities offered by the Colorado mountains. As Gary says, "We get to go fishing, hiking and skiing. That wasn't in our lives before College for Living. We're getting together with other people; we didn't do that much before either. We get to challenge ourselves. It makes us feel good." On their list of future projects are learning to mountain climb with ropes and canoeing.

"Normalization, Socialization, Motivation . . . that's what the College for Living is all about."

We've Come A Long Way

William A. West

At this point, I have spent almost 18 years in the field of human services. I have worked as an orderly, as a professional in direct services, and for the past 11 years, as an administrator. During these 18 years I have been an observer as well as an active participant in the service system. There have been a great many changes in this field; most of which have been good changes. A few are not so good. At times, it seems that the more things change, the more they remain the same.

Some History

In 1961 when I first became involved, the field of education almost totally segregated handicapped people from the educational mainstream. In many cases it refused to serve handicapped people entirely. Mentally retarded people were served primarily in large state institutions. Those institutions were inadequately staffed, poorly funded and housed a great many more people than intended. Some community services have existed since the late 1940's and early 50's because a few parents had banded together to try to help their mentally retarded sons and daughters in their own communities.

In 1950, a group of people in Minneapolis who had mentally retarded children banded together and established what became the National Association for Retarded Children. In 1973, the National Association for Retarded Children changed its name to the National Association for Retarded Citizens. Since 1950, when the first real consumer movement in the field of mental retardation began and to the present day, the Association for Retarded Citizens (commonly called the ARC) has been the major service provider for mentally retarded people throughout the country. Up until the late 60's, even the community-based programs were usually located in facilities segregated from the cultural mainstream. They were in church basements, abandoned schools or other inadequate facilities located either out in the country or in poor locations in the community. Thus, mentally retarded people were invariably segregated from the cultural or societal mainstream. The community at large usually had very little awareness that they even existed.

In the middle and late 1960's, there were consumer groups representing people with mental retardation, epilepsy, cerebral palsy, autism, learning disabilities, and other handicaps. They began a well organized push to create public services for disabled people. For example, that is when most of the legislation relating to educating handicapped people began throughout the country. Most states started providing for some public funding for community-based services for the handicapped. However, even in the early 1970's, the primary funding for community-based services for handicapped people was provided by their parents.

It was not until later that a great deal of litigation was initiated by consumer groups throughout the country for such education plus the right to fair compensation for labor, right to care and treatment, etc. Along with this came the development of some very creative federal legislation. This included Public Law 94142, which provides for the education of all handicapped; Vocational Rehabilitation Amendments Section 503 and 504, which further eliminated barriers and prevented discrimination against the handicapped. This legislation began significant attempts to provide legal mechanisms which would allow handicapped individuals to live within the general community.

As I said before, sometimes the more things change the more they remain the same. For example, even though many tremendous creative changes are taking place, many of the services for handicapped are still segregated. There are preschool services, some school-age day training services, most services for adults, especially in work activity centers and sheltered workshops, and most residential services. These are still totally segregated from the general community. So while it is easy to recognize that a great many things have been accomplished, a great deal remains to be done.

It is probably even fair to say that the field of human services, especially for the handicapped, is still in its primary stages. As a matter of fact, it is still in its embryonic stage of development, especially in relation to creative innovative ways of helping handicapped people participate in the society at large. Even though the service system is slow to change, there have been significant developments in concepts and trends during the last few years. Concepts such as the "Activation Model," which was developed in Scandinavia, uses paraprofessionals on a large scale to work directly with handicapped people.

The principle of the "Guiding Environment" is another, which was developed by Karl Grunewald, director of Mental Retardation Services in Sweden. Dr. Grunewald identifies about 30 factors in the immediate environment which directly impact the growth and development of an individual. The principle of "normalization", developed by Bengt Nirje, advocates making available to the mentally retarded person the patterns and conditions of everyday life. He also talks of the "Developmental Model", which advocates that all human beings grow and develop in the same manner and sequence. The primary difference is in the rate of growth due to those variable factors which either enhance or limit the learning process of the individual. These models and principles have forced new trends.

In Education

These trends have been aimed toward service models which allow and promote the total integration of handicapped people into the cultural mainstream. For example, in education we are moving toward incorporating handicapped people into the regular classrooms. In cases when people are put into self-contained classrooms, attempts are made to include them at some point in the school day in programs generally available to other students outside of the self-contained classroom. In vocational services we are making greater use of the business and industrial communities. We are doing more with work stations in industry, job training stations, and real work experience in the community. We are moving towards smaller models, such as the small group home, the recruitment of homes from the general community, and the provision of supportive services in the natural home for as long as possible. We are also developing new resources such as behavior shaping, case management, travel training and adult education programs.

Higher education itself has gone through a metamorphosis similar to that of services for the handicapped. Prior to the 1960's, colleges and universities were largely segregated from the community at large, especially regarding social issues. Since the 60's, colleges and universities have become more sensitive to emerging issues, greater responsibilities, and new roles for higher education in society. The trend seems to be headed in the direction of more effective academic programs because higher education is more involved in community-based services in preparing professionals for their specialized fields. The

more I think about it, the more it makes sense for higher education to get involved in social issues—especially the issues affecting handicapped people. When I think of the tremendous resources that colleges and universities have in terms of highly educated and experienced faculty, and curious, concerned, socially oriented students, I wonder why it took so long! At any rate I am excited because higher education *is* involved and is getting more involved everyday.

College For Living

College for Living is a good example of a college seeing a need and responding with action—for both handicapped people and its own students. The College for Living at Metropolitan State College in Denver was initiated by a few creative and socially aware students. They saw the need and took steps to meet it. However, those students would not have been able to accomplish anything without a college administration, faculty, and service system which was ready to support a new concept: the provision of adult education programs for developmentally disabled adults on a college campus. I think that one of the reasons College for Living has worked so well is because it was started by students who did not know that there were certain things that "couldn't be done."

Perhaps that was a real strength for the primary staff and teachers of the College for Living. Students who were teaching developmentally disabled people did not know that you "can't effectively teach" these individuals. These students were too "ignorant" to know that developmentally disabled people "aren't supposed to be able to pick up the same kinds of experiences, techniques, understandings or sensitivities as the non-handicapped person." In looking back on it now, maybe one of the major strengths of students starting the College for Living was their "ignorance".

When I once worked in a state institution in Nebraska, we were working with chronic schizophrenic patients. We did not know that we could not be successful in training them and then placing them in the community. Therefore, we succeeded in placing large numbers of people with chronic schizophrenia in the community with a very low rate of recidivism. I really welcomed that period of "ignorance". It was one of my best assets at that time. This is why I believe that kind of "ignorance" has been one of the major advantages of the College for Living.

Another real advantage is that the chemistry was right. The people involved in developing the College for Living were not just interested, sensitive, caring people; they were people who were organized and articulate. Their sensitivity to the political processes of a college and to the political games played in human service systems made them effective at working with people of different philosophies and backgrounds. The College for Living staff was and is very articulate. This enables them to express themselves well to whomever they deal with. Lastly, and most probably important, they have been able to relate to people on a person-to-person basis without being patronizing, condescending, paternalistic, or overprotective . . . just able to relate!

I do not think you have to be a Superman or Wonderwoman in order to develop a College for Living, but I do think you have to have a blending of the kinds of human skills that I just described. There are many reasons for failure in such a project. Here are a few that come to my mind:

1. If you are planning to radicalize the service system, or attempt to publicly destroy myths and stereotypes, or generally discredit the more traditional forms of services.
2. If you do not understand the "ins" and "outs" of the community power structure or of the academic politics or of the individual ego needs.
3. If you are simply trying to develop a monument to your own immortality.
4. If you are in it primarily to get a degree.
5. If you simply wish to be "top dog" and do things your way.
6. If you cannot recognize the need to compromise, where compromise is needed or how far to compromise.

You need to understand from history that the service system is slow to change but that *it is* changing. Services may still lack creativity, but that is changing too. The service system still is

inhibiting and restricting many individuals from reaching their full potential, but that is changing. The trend is definitely consistent! In other words, the direction is right.

When I stop and take a close look at our system, I almost out of necessity, have to be disappointed at where we are. However, when I look at where we have been and where we are going, I begin to get excited. The direction is solid; things are happening; progress is coming. Creative people are getting into the field. New and innovative programs are sprouting up all over the country. Many of the more conservative traditionalists are moving out of the field, either retiring or dying. In many cases, they are finding that new ways are better and they are changing, *actually changing*, to keep up with the times.

Since you are reading this, I am assuming that you are either going to develop or help develop a College for Living in your area. Since I was so generous in my advice of what not to do earlier, I will make a few comments about what you might do to develop such a project. Also, I will list some possible resources that you can use.

It is important to keep the College for Living located within and affiliated with a college. If this is impossible, then try to place it at the level of a basic adult education program within the public school system. If neither are possible, try to locate the program there, even though it may be funded or operated by the traditional service system. Make every attempt to develop your College for Living with its own identity. Make sure that this identity is connected with the college or basic adult education system so that large numbers of non-handicapped people can serve as role models, peer models, co-students and peers in the program process. In other words, everyone learns together.

Another suggestion in developing a College for Living is to make the learning experience as real as possible by promoting actual experiences. Keep the classes small; make sure that the skills and curricula you are teaching are directly related to a goal needed and wanted by the students. Make sure that the methods of teaching are experience-oriented, non-materialistic, and certainly not condescending. Keep the program basic, allowing for many, many steps in the program. Provide for a recognition of growth and achievement with awards, certificates, certification, or credit. Use the real community as part of the education. Visit places like the court house, Capitol, barber shop, businesses and industries, theatres, bars, streets, parks, shopping centers, airports, bus terminals. Use the same community that is available to the general population as a training tool in your College for Living.

Developmentally disabled people have a right and responsibility to pay for their own adult education. Therefore, require a registration fee, the same that any other adult in an education program would pay. If some people cannot afford to pay for their College for Living classes, a scholarship should be established.

I personally would like to see developmentally disabled students receive certification or credit for their classes. I think these students should actually be able to work toward a degree in a particular area of interest, allowing them to obtain a fuller level of self fulfillment in our society. Isn't this the same goal of higher education for non-handicapped individuals?

Fiscal Resources

Let me suggest some possible resources. Try for contracts or grants from your city council, county commissioners, or state departments such as education, social services, or vocational rehabilitation. In other words, the best place to get ongoing funding is through public monies. Where possible work toward public funding. This also provides public recognition, acceptance and identification.

However, if you are unsuccessful in obtaining public dollars, then try the next best route — the private dollar. Logical places to look are the local United Way, combined federated fund campaign, or to local consumer organizations such as the local A.R.C., United Cerebral Palsy, Epilepsy Foundation, or other organizations which represent developmentally disabled people.

Whether or not you are going for private dollars, it is extremely important to make contact. Talk to consumer advocacy organizations as well as the community-based traditional service system to solicit their acceptance, interest, and

involvement. To a large degree, they will serve as an information and referral source. They will also be able to "spread the word." They can generate a broader acceptance of the College for Living in your community and state. This gives them the opportunity to generate income through many other possible sources. They have both communications sources and legislative/political strength. So, by all means, solicit and involve them to the maximum extent possible.

Whether you are a faculty member assigning students, a student yourself, an administrator, or an organization person, don't expect to get a College for Living organized, operational, and self-sustaining within just a few months. Don't see this as a one semester or even a one year project. Please don't see it as a one shot deal! It will take at least two or three years to develop and refine. It can become a highly credible part of the community service system and deserves as much energy as you can put into it to make it a stable, well run organization. Don't let it develop a "fly-by-night" image. Don't run it with a sub-culture attitude. Developmentally disabled people are going to have to learn to live, grow, and function in the same society that the rest of us have to live, grow, and function in. They are going to need to learn the same skills that we have.

One of the visions I have, is that some day college people will be able to attend their own College for Living along with the severely or profoundly mentally retarded, the mildly or moderately handicapped, the physically impaired, the normal student, the elderly, etc. All attending their own College for Living individually designed to allow them to fulfill their own human potential.

The College for Living is the most creative step that has come along for developmentally disabled people in relation to higher education since I have been in this field. I wish you luck in developing your own College for Living. I hope you approach it with the same degree of zeal, vigor and creativity that was done by people who started the first College for Living at Metropolitan State College in Denver, Colorado.

Suggested further reading

Wolfensberger, Wolf, *The Principle of Normalization in Human Services (Normalization)*, National Institute on Mental Retardation, 1972.
Write to: NIMR, Kinsmen, NIMR Bldg., York University Campus, 4700 Keele St., Downsview, Toronto, Ontario, Canada M3J1P3.

About the Authors

Eugene Joseph Ackler, Jr., or "Skip", as he is known to friends and colleagues, co-founded the College for Living project at Metropolitan State College. Challenge has always been a top priority in Skip's life and the College for Living project has been that for five years. He is very committed to creatively using resources at the college to educationally assist community efforts to raise the quality of life for all citizens. He has been a professional chef and semi-professional mountaineer. He still enjoys both as hobbies.

Jan L. Black has enjoyed the last four years with Metro College for Living as the liason for more than 25 Colleges for Living nationally (based on the MSC model). She developed the CFL program evaluation system and coordinates public information through slide/tape shows and newsletters. She enjoys new challenges and learning environments. Her avid interests are participant sports, travel, photography, hot air ballooning and mountain hikes.

Glenna M. Booth has a B.A. from Mary Washington College of the University of Virginia and will soon earn an M.A. from the University of Colorado. She has been involved with Metro College for Living for the past four years as a photographer, producer, writer, editor, graphic designer, volunteer and friend. Her outside interests include old house restoration and Colorado women's history. She is co-author of a book, articles and photographic exhibit on the latter subject.

Alan M. Dahms is dean of Community Services and professor of psychology at Metropolitan State College in Denver. He is the author of 25 articles and book chapters in the professional literature as well as author or co-author of three books exploring fresh approaches to full human functioning. He has ten years experience as a counselor, faculty member, consultant, and administrator in the United States and Canada. For relaxation he jogs, flies a private plane, and rides a motorcycle.

In 1974, **Alice Roelofs Kreps** co-founded the College for Living. As the first volunteer, she was aware of the needs of volunteers. This insight led her to an interest in volunteer management. Innovative processes are important to Alice, as is her belief that all people are learners and teachers. Those two philosophies combined in the College for Living, and Alice thrived. She has two children (Alexis and Erik), loves teaching French and English as a Second Language, enjoys river rafting, exploring different spiritual learning communities, long walks and dealing with other cultures.

Martha Perske was born in 1936 in Kansas City, Missouri. Her life-long hobby has been drawing. Her professional career as an illustrator and portrait artist began eight years ago when she illustrated a book written by her husband, Bob. She now resides in Darien, Connecticut with her husband and 12-year-old son, Marc. She has illustrated children's books, college textbooks and various magazine articles.

W. A. "Bill" West is the executive director of Denver Association for Retarded Citizens. He has been involved in the field of mental retardation for the past 18 years. In Colorado he has worked with many residential programs and helped to organize new programs like Citizen Advocacy. He believes that the best way to create change is by working in a local community, responding to mentally retarded persons on the "grass roots" level. Bill operates his office on a team approach, hoping that this will bring the best results of encouraging community people to become involved in changing mythical stereotypes that exist about mentally retarded people. For relaxation Bill enjoys motorcycle riding and coaching a local women's softball team.

COLLEGE FOR LIVING PROJECTS

October 1979

Metro College for Living
Metropolitan State College
1006 11th St., Box 92
Denver, CO 80204
(303) 629-2917

Northern Virginia CFL
Northern Virginia Community College
Northern Virginia ARC
105 E. Annandale Road
Falls Church, VA 22046
(703) 532-7279

Prairie Developmental Center
208 S. Fourth Street
Atwood, Kansas 67730
(913) 626-3790

Boulder CFL
University of Colorado
Boulder Co. Board for D.D.
3480 N. Broadway
Boulder, CO 80302
(303) 441-3990

Pikes Peak CFL
Pikes Peak Community College
5675 S. Academy Blvd.
Colorado Springs, CO 80906
(303) 756-7711 X 528

Colorado State University CFL
Ctr for Continuing Education
Rockwell Hall
Ft. Collins, CO 80523
(303) 491-5288

Ft. Morgan College for Living
Morgan Community College
300 Main St.
Ft. Morgan, CO 80701
No phone

Greeley College for Living
University of Northern Colorado
2201 10th Ave. Ct.
Greeley, CO 80631
(303) 351-0726

Mesa College for Living
PO Box 2292
Grand Junction, CO 81502
(303) 243-7927

Mesa Community College CFL
Mesa Community College
1833 W. Southern Avenue
Mesa, Arizona 85202
(602) 833-1261 X380

Pueblo College for Living
University of Southern Colorado
University Center Room 153
2200 W. Bonforte
Pueblo, CO 81001
(303) 549-2762

Northwest Denver College for Living
Russell Community School, Arvada
Archdiocese of Denver
Ministry to the Handicapped
2141 S. Zenobia Street
Denver, CO 80219
(303) 936-7288

Southwest Denver College for Living
Kunsmiller Junior High School
Archdiocese of Denver
Ministry to the Handicapped
2141 S. Zenobia Street
Denver, CO 80219
(303) 936-7288

Staten Island CFL
College of Staten Island
Staten Island Center for Developmental Disabilities
631 Howard Avenue
Staten Island, NY 10301
(212) 448-9775

Arapahoe College for Living
Arapahoe ARC
5854 S. Datura
Littleton, CO 80120
(303) 794-9441

Trinidad College for Living
Trinidad State Junior College
Las Animas County Rehab Ctr
215 N. Linden
Trinidad, CO 81082
(303) 846-3388

Baltimore College for Living
Community College of Baltimore
Baltimore ARC
4800 York Road
Baltimore, MD 21212
(301) 323-5600

Prince Georges County ARC CFL
Prince Georges Community College
2614 Kenhill Drive
Bowie, MC 20715
(301) 262-6106

Continuing Education for Community Living
College of William and Mary
Citizen Advocacy Program
PO Box 763
Williamsburg, VA 23185
(804) 229-3535

East Denver College for Living
Gove Community School
Archdiocese of Denver
Ministry to the Handicapped
2141 S. Zenobia Street
Denver, CO 80219
(303) 936-7288

Night College
University of Virginia
Mental Retardation Services
405 Third St. NE
Charlottesville, VA 22901
(804) 295-7135

ARC Learning Center
Macomb County ARC
49599 Gratiot
Mt. Clemens, MI 48045
(313) 949-0151

College for Living
Virginia Western Community College
Mental Retardation Services
2724 Liberty Road
Roanoke, VA 24012
(703) 563-4476

New Age College for Living
Webster College
3811 Shaw Boulevard
St. Louis, MO 63110
(314) 773-6760

Durango CFL
Ft. Lewis College
Durango A.R.C.
1045 E. Second Avenue
Durango, CO 81301
(303) 259-0132

Community Living Classes
Jointure for Community Adult Education
W. Union Avenue
Bound Brook, NJ 08805
(201) 469-2424